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ABSTRACT

A collection of background notes and lesson plans from the pre-employment training programs under way at three refugee processing centers in Indonesia, the Philippines, and Thailand is presented. The pre-employment component of an educational program that also includes intensive English as a second language and cultural orientation training includes 108 hours of instruction to enable refugees with minimal English proficiency and education to communicate and function more effectively on the job, to understand the expectations of employers and co-workers, and to be able to learn when employed. Job-specific training is not included in this component, which is designed to enable refugees to function better in any entry-level job in the United States. The component includes training in three areas: basic job skills, vocational English as a second language, and cultural orientation. The basic skills segment covers generic job skills such as sorting, assembling, weighing, and following a diagram, as well as cognitive skills such as literacy, computation, counting, and measuring. The vocational English segment focuses on language used for clarification, feedback, following directions, safety, and social interaction on the job. The cultural segment includes both attitudinal and behavioral aspects of functioning on a job with employers and co-workers. (MSE)

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Pre-Employment Training Resource Manual

Volume 1

This volume is one in a series of seven volumes that have brought together materials developed for use in the Intensive English as a Second Language, Cultural Orientation and Pre-employment Training Program in Southeast Asia since 1980. The complete set includes:

- **English as a Second Language Resource Manual, Volumes I, II & III**
- **Cultural Orientation Resource Manual, Volumes I, II & III**
- **Pre-employment Training Resource Manual, Volume I**

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  The Experiment in International Living (EIL)
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Indonesia

A consortium of:
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  The Experiment in International Living (EIL)

Philippines

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Introduction

Introduction

I. The Pre-employment Training Program (PET)

This manual presents a collection of background notes and lesson plans from the new Pre-employment Training Programs at three Refugee Processing Centers in Southeast Asia:

The following are the locations of the current program sites and the implementing agencies:

Galang, Indonesia:	A consortium of: — Save the Children Federation — The Experiment in International Living
Bataan, Philippines:	International Catholic Migration Commission
Phanat Nikhom, Thailand:	The Consortium: — Save the Children Federation — The Experiment in International Living — World Education

These PET programs have been combined with the on-going Intensive English as a Second Language and Cultural Orientation programs at the sites. All programs are funded by the Bureau of Refugee Programs, Department of State. In addition to the site programs, the Refugee Service Center of the Center for Applied Linguistics, with its office in Manila, provides resources, services, coordination and facilitates intersite exchange on a regional level.

The pre-employment component, initiated in August, 1982, is offered only to A and B-level students. The purpose of the 108 hours of additional instruction is to enable refugees with minimal English proficiency and education to communicate and function more effectively on the job, to understand the expectations of employers and co-workers, and to be able to learn when employed. Job-specific training is *not* provided; rather this component is designed to enable refugees to better function in *any* entry-level job in the U.S.

The pre-employment component includes Basic Skills, Vocational English as a Second Language and Cultural Orientation training as they relate to the U.S. workplace. The following statements describe content covered in these three areas:

A.	**Basic Skills (BS)**	Generic job skills such as sorting, assembling, weighing and following a diagram and cognitive skills such as literacy and computation, including counting and measuring.
B.	**Vocational English as a Second Language (VESL)**	The focus is on language used for clarification, feedback, and following directions. Also stressed is language related to safety and social interaction on the job.
C.	**Cultural Orientation (CO)**	Both attitudinal and behavioral aspects of functioning on a job with employers and co-workers are included.

Though the program is new and changing, the body of work in place combines a variety of methods for teaching English as a Second Language and Cultural Orientation with ways to teach the elementary skills needed in most beginning jobs in the U.S. It is the performance of concrete activities such as soldering, counting or measuring that requires the students to use English and cultural concepts as they apply to a specific task. In the case of larger job simulations students are required to use the language, CO and basic skills in a much broader context.

All sites are implementing a core set of competencies which were identified and agreed upon by site representatives who participated in the regional pre-employment planning meetings and concurrent meetings in the U.S These meetings were held before regional implementation of the program in 1983. Though a regional curriculum is agreed upon, the way in which each site has chosen to teach, the unique makeup of the population at the sites and the restraints of geography, host country staff and other variables such as scheduling make every program quite different. These differences are reflected in the lessons and background information displayed in each site's section of the manual.

II. Development of This Resource Manual

Scope of Manual

This volume documents only a portion of the Pre-employment Training Program in its first year of implementation, August 1982 to October 1983.

Purpose of the Manual

The purpose of the resource manual is twofold: to share the materials and techniques developed at different pre-employment training sites within Southeast Asia and to convey this information to U.S. service providers who implement training programs for newly-resettled refugees across America.

Manual Compilation

The manual was compiled by working with site staff in each of the three countries. The volume of lessons that has been produced regionally is massive. From site to site, many lessons are repetitious since they focus on identical tasks. Consequently, only Galang's program is represented in this manual in its entirety. This program was initiated after those at Bataan and Phanat Nikhom, therefore, the staff at Galang was able to build on the work already done at those sites. Many of the teaching strategies and activities developed by colleagues throughout the region were incorporated into the Galang program.

Staff at Bataan and Phanat Nikhom selected material for the manual which they felt best illustrated the teaching approach used for the population they serve. The introductory remarks at the beginning of each site's section provides the context for the lessons which follow. Additionally, illustrations of charts, assemblies, equipment, games and forms developed at each site are included in many lessons.

Contributors

This volume represents the collective efforts of hundreds of people deeply involved in refugee education which continues to evolve in response to changing conditions in the U.S. and overseas. Primary contributors to this manual are the pre-employment training staffs of the implementing agencies in Southeast Asia. It is impossible to cite all who have helped to form and guide this educational program; those listed below have been key staff members during the development of the Pre-employment Training Program. They have had the primary responsibility for writing the content of the lessons displayed.

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III. Pre-employment Training Curriculum Development

The Purpose

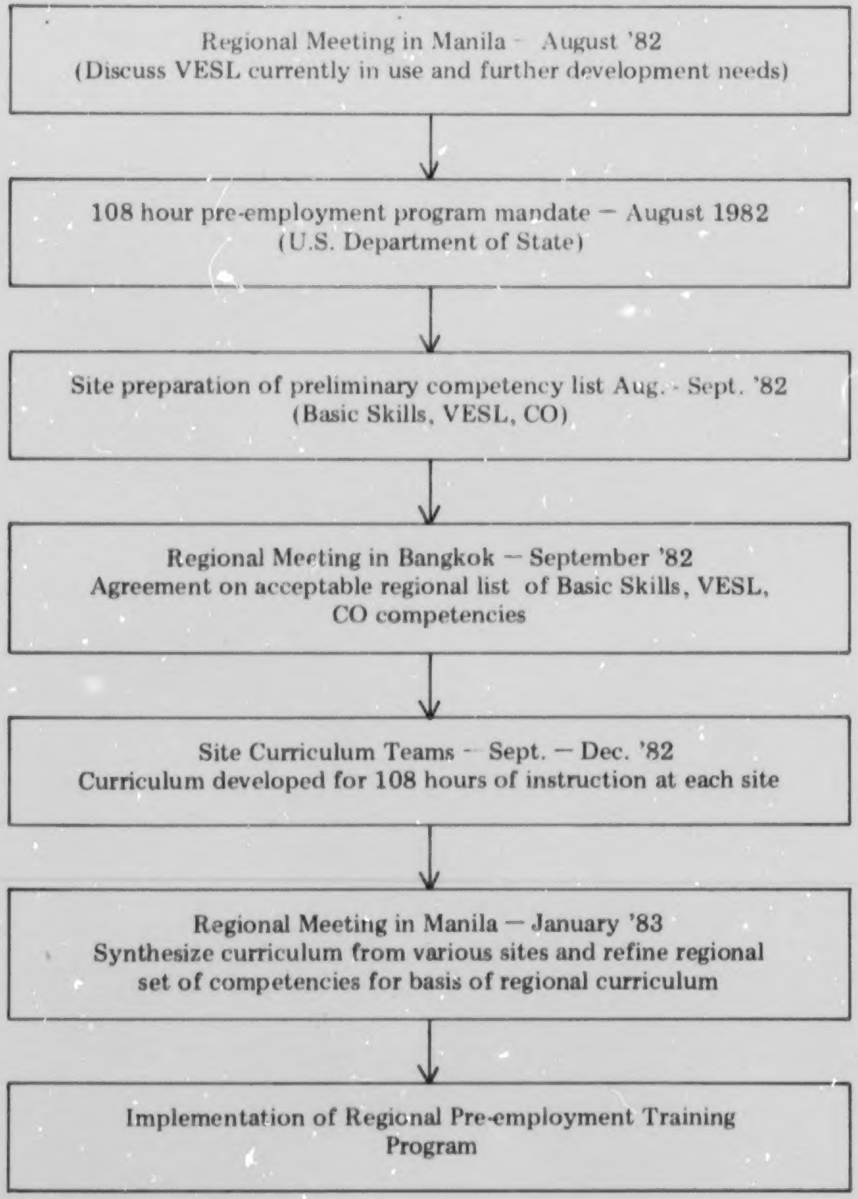
The purpose of the program is to better equip refugees with minimal language proficiency and education (Level A and B students only) with additional work-related skills and English so that they can better compete in the U.S. job market and, once employed, stay on the job.

Curriculum Development

In September 1982, a meeting was held in Bangkok which brought together staff from Phanat Nikhom, Bataan, and Galang. After reviewing a number of planning documents which encompassed background readings on Vocational ESL, employment surveys of refugees in the U.S., and program materials from Southeast Asia, England, Australia, and the U.S., working groups met to draft a regional standardized list of core pre-employment competencies. The resulting competencies were divided into the three categories mentioned earlier: Basic Skills, VESL and CO which included cognitive skills such as literacy and computation, and generic job skills.

Staff at each site has continued to work to refine pre-employment competencies. These refinements were submitted to the Refugee Service Center, Center for Applied Linguistics, where staff identified commonalities from among site submissions and drafted a curriculum. In January 1983, regional representatives again met and developed the regional curriculum now being implemented.

OVERVIEW OF PRE-EMPLOYMENT CURRICULUM PLANNING



Regional Meeting in Manila - August '82
(Discuss VESL currently in use and further development needs)

108 hour pre-employment program mandate – August 1982
(U.S. Department of State)

Site preparation of preliminary competency list Aug. - Sept. '82
(Basic Skills, VESL, CO)

Regional Meeting in Bangkok – September '82
Agreement on acceptable regional list of Basic Skills, VESL, CO competencies

Site Curriculum Teams - Sept. – Dec. '82
Curriculum developed for 108 hours of instruction at each site

Regional Meeting in Manila – January '83
Synthesize curriculum from various sites and refine regional set of competencies for basis of regional curriculum

Implementation of Regional Pre-employment Training Program

Guiding Principles

The primary expectation underlying the curriculum is that the refugee will begin a job soon after arrival in the U.S. While finding employment is a major focus in the Intensive ESL/CO programs, the Pre-employment Training Program emphasizes ways to keep a job once employed. The following principles underlie the curriculum in its present form.

Basic Skills activities are central to the curriculum

The acquisition and facile use of basic skills, which American employers expect all workers to possess, is central to the program. The sequence of tasks within each activity, the materials, equipment and tools used, and the product to be produced by the students predicate the language to be taught. To a large degree, these activities influence the way in which the Cultural Orientation lessons are integrated into the curriculum. The basic skills activities provide the context for the language and Cultural Orientation that the student must use. It is assumed that the accomplishment of the basic skills task will help the student acquire English more efficiently and use it more expertly on the job.

Basic communication will be taught in the language of the workplace

The refugee should be taught the language necessary to communicate with co-workers, supervisors and support staff. Basic categories of communication used on the job which should be taught are:

A. Situational

1) Task related: receiving directions, asking for clarification, providing information on quality or progress, measuring, counting, asking or being asked for help, etc.

2) Job related: reporting absences, responding to safety warnings, following a schedule, using a time clock, etc. In all categories cited above, "real" language as opposed to "classroom" language is used.

B. Social interaction

The polite, friendly conversational conventions used with co-workers and supervisors when asked or asking about family, living arrangements, past history, etc.

Values of the American workplace should be taught

Concepts such as the crucial stress on time in the workplace, quality control, teamwork, initiative, etc. should be taught. Additionally, upward mobility, styles of supervision, and ways of handling critical feedback will also be addressed. Every effort should be made to help the student to internalize the values discussed and to practice the behavior which demonstrates that they are understood.

Training is not to be job specific

The Pre-employment Training Program does not offer specific skill training in an occupational area such as welding. Rather it offers instruction and practice in the common language, skills and cultural competencies needed for any beginning job in the American workplace.

Job training model should be used

A "job-training" model should be used in the Pre-employment Training Program when appropriate. Every effort should be made by the teachers to give directions, corrections and ask for information or feedback as a supervisor rather than as a

	teacher. The program emphasizes training as a refugee would receive it in an entry-level job in America.
Work-related simulation should be used	Classroom activities and procedures mimic the American workplace as much as possible. Time clocks, sign-in sheets, assembly-line tasks and inspections ensuring product quality are examples of such procedures. Social interaction can be simulated by timing breaks and building in personally directed dialogues about family and home life.
Native language will be used as necessary	Information and discussion about work values, customs and expectations require the use of complex language structures and vocabulary. Therefore, cultural points are presented in the students' native language when necessary. However, the practice of culturally-specific behaviors, such as social talk between co-workers at breaktime, will be in English.
Job-related safety should be stressed	Since American employers expect employees to be safety conscious, students are taught safe ways of using basic hand and power tools, to heed safety signs, to respond to safety warnings and to store materials and equipment properly.
Familiar to unfamiliar will be the sequence of learning	Students should first learn English and skills for competencies that are already familiar to them, such as learning the function of power tools, by referring to their past experience with hand tools. Only after that should students learn the English and/or skill competencies that apply to unfamiliar situations such as using an electric drill.
Less complex to more complex: the way language and tasks will be presented	Both language and skills should be presented so that the students are able to grasp simple concepts and build to more complex relationships. An example is teaching students to accurately graph a triangle before asking them to make a pattern for a box with a lid.
Concrete to abstract: the way concepts will be presented	Abstractions such as "accuracy" should be taught by having students demonstrate the concept, i.e., assemble the parts they have measured and cut or eat the pancakes they have made.

IV. Levels

The Pre-employment Training Program is offered only to A or B level students. Five entry levels are distinguished to facilitate regional standardization. The ESL Placement Test, which measures students' literacy skills and oral English language ability, was developed by the Center for Applied Linguistics to provide a common basis for making some of the distinctions between levels. The definitions which apply to the Pre-employment Training Program follow:

LEVEL A:	Students who are not literate in their native language and who score between 0-8 on the CAL ESL Placement Test.
LEVEL B:	Students who are literate in their native language, score between 0-8 on the ESL Placement Test, and may be able to answer some basic information questions, but have no systematic knowledge and/or use of the English language.

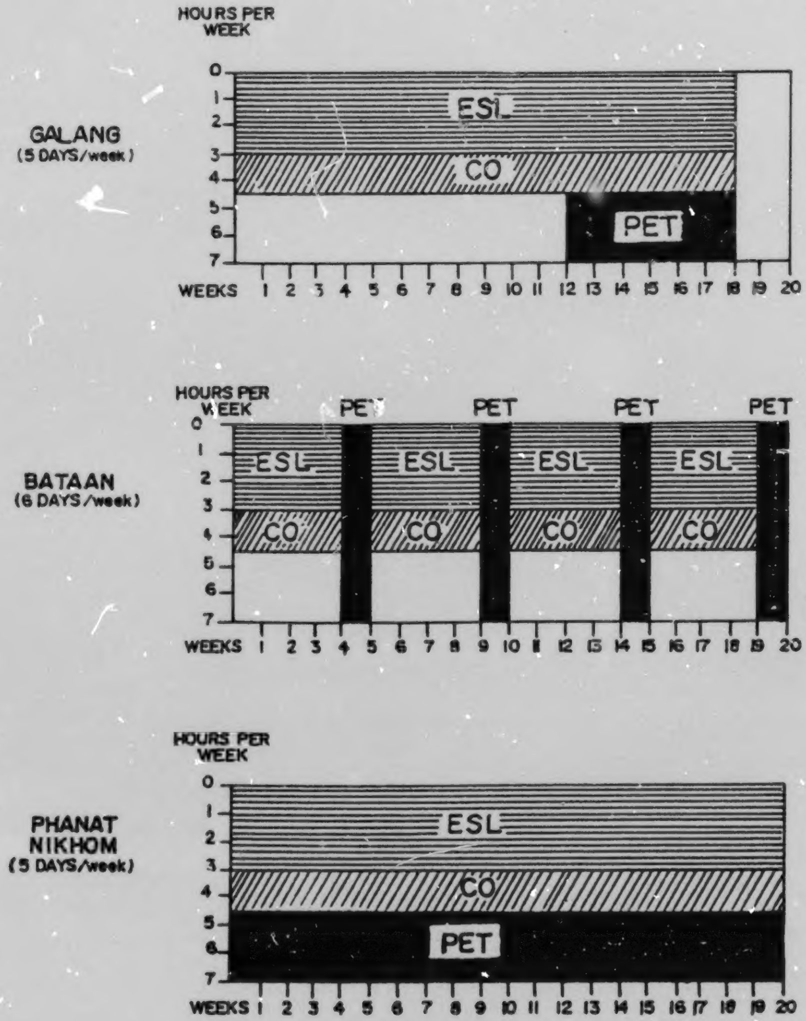
In order to meet the needs of specific populations, each site has developed curriculum which is, in a limited fashion, designed to expose a Hilltribe student to modern technology or, in the case of students from urban centers, build on their existing knowledge of technology.

V. Program Scheduling

Each site has developed a schedule which best suits the staff and refugees. Factors such as program philosophy, VISA requirements and leave time for supervisors and host-country teachers, whether or not the staff lives on or off the site, and the availability of classrooms are determinants of the schedules which follow:

UNITED STATES REFUGEE PROGRAMS IN SOUTHEAST ASIA

A AND B LEVEL PROGRAM DESIGN
ESL/CO/PRE-EMPLOYMENT TRAINING
THREE APPROACHES TO SCHEDULING



Pre-Employment Competencies and Curriculum

PRE-EMPLOYMENT CURRICULUM
BASIC SKILL COMPETENCIES

1. The student can demonstrate the ability to perform assignments after initial training:
   - A. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - B. . . . working alone.
   - C. .. . . showing motor skills and self-confidence with task and equipment, making problem-solving judgments for minor problems while working to specifications.
2. The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. The student can use counting skills to complete a task.
   - A. . . . making counts.
   - B. . . . verifying counts.
4. The student can measure using tools:
   - A. . . . determining if two quantities are of equal length, volume, or weight.
   - B. . . . duplicating the length, volume or weight of something without the use of standard tools.
   - C. . . . using standard tools, determine whether duplicated items are equal.
   - D. . . . measuring the length, volume or weight measurement of something using a standard tool.
5. The student can organize, classify, and sort discriminating between:
   - A. . . . color code, shape, material, size.
   - B. . . . number codes, letter codes, alphanumeric codes.
   - C. . . . function.
   - D. . . . weight.
   - E. . . . task-related specification.
6. The student can follow a sequence.
7. The student can use time-related information on schedules and forms.
8. The student can utilize plans and patterns:
   - A. . . . as input/source of information to perform a task.
   - B. . . . as input/source of information to evaluate a task.
   - C. . . . as output/product.
9. The student can recognize visual cues and signs indicating direction, operation, and areas/locations.
10. The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

PRE-EMPLOYMENT CURRICULUM
VESL COMPETENCIES

Directions

1. The student can follow simple directions
    - a. Acknowledge that one is about to receive directions.
    - b. Follow one-step directions.
        1. to start a task
        2. to take something apart
        3. to put something away
    - c. Follow multiple-step directions to perform a task.
    - d. Follow directions in use of hand or power tool.
    - e. Respond to simple cautions and negative commands.
    - f. Follow directions to complete a form.
2. The student can follow redirected instructions
    - a. Respond to a negative command.
    - b. Follow instructions, delay, repeat and reorder an activity.

Giving and Responding to Feedback

3. The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
    - b. Provide feedback about quality of work.
    - c. Provide specific assessment of a product
    - d. Describe activities in progress and needs for completion of task.
    - e. Report time worked.
    - f. Acknowledge and apologize for mistakes, poor performance, being late and absent.

Requesting

4. The student can ask for feedback, assistance, advice and emergency help.
    - a. Ask for feedback.
    - b. Ask for assistance or advice from a supervisor or co-worker.
    - c. Ask for help in an emergency.
5. The student can ask for clarification
    - a. Indicate lack of understanding
    - b. Ask for clarification.
    - c. Ask for repetition of demonstration.
6. The student can ask how to say something in English.
    - a. Ask names of workplace objects and procedures.
    - b. Ask for meaning of English words.
7. The student can ask and respond to questions about items in the workplace.
    - a. Ask or tell the location of an object or place.
    - b. Ask or tell who has an object.
    - c. Make and respond to a request for an object.
8. The student can request permission and give reasons for being late or absent.

Literacy and Numeracy

9. The student can use numbers.
    - a. Read and understand numbers in codes.
    - b. Discriminate between coded numbers.
    - c. Provide a count.
    - d. Verify a count.
    - e. Read and report a measurement.
    - f. Read and report time on work records.
    - g. Read and verify pay figures.
10. The student can use the alphabet.
    - a. Read and understand alphabetic and alphanumeric codes.
    - b. Discriminate among alphabetic and alphanumeric codes.
    - c. Place items in alphabetic or alphanumeric order.
11. The student can read and write work-related personal information.

12. The student can read workplace signs.

    a. Read common workplace signs.
    b. Read safety signs.

13. The student can initiate and respond to greetings and farewells, establish rapport.

    a. Greet supervisors and co-workers.
    b. Initiate and respond to farewells.

14. The student can identify and introduce him/herself and others.

    a. Identify him/herself and ask other's identity.
    b. Introduce him/herself and others.

15. The student can accept, turn down and make invitations.

    a. Respond to an invitation and date of invitation.

16. The student can converse in simple language about family, weather, and leisure activities.

    a. Family
    b. National origin and language
    c. Living situation
    d. Leisure time

PRE-EMPLOYMENT CURRICULUM
CULTURAL ORIENTATION COMPETENCIES

1. Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job training role:

   A. Student can describe his/her responsibilities in the role of a job trainee.

   B. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment:

   A. Student can relate training to common entry-level jobs generally available to refugees.

   B. Given his/her employability profile/previous work experience, and the current employment situation in the U.S., student can establish realistic goals.

3. Students understand importance of rules, policies and procedures common to the workplace.

   A. Student can identify strategies for clarifying workplace rules, policies and procedures.

   B. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

4. Students understand importance of developing and maintaining good interpersonal relationships at the workplace:

   A. Student can give examples of ways to establish rapport with supervisors and workers.

   B. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace:

      1) your boss is angry
      2) a co-worker is angry or seems unfriendly
      3) a co-worker who is your friend leaves the job
      4) you feel isolated

5. Students understand importance of communication in accomplishing job assignments at the workplace.

   A. Given the following situations on the job, student can select from various alternatives the most appropriate action:

      1) unclear directions
      2) redirection in task
      3) being unable to carry out a given task
      4) negative feedback from supervisor or co-worker
      5) something goes wrong on the job

   B. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

6. Students understand importance of taking responsibility for their own and others' safety on the job:

   A. Given simple pictures of worksites, student can identify safety hazards.

   B. Given a dangerous situation, students can identify an appropriate action to be taken.

7. Students understand that work habits and decisions affect present and future employment prospects:

   A. Students can state the components of a good work record.

   B. Students can state possible consequences of losing (being laid off or being fired), changing or quitting a job.

Pre-employment Curriculum

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
1. The student can demonstrate the ability to perform assignments after initial training.			A-LEVEL
A. . . . starting and/or determining task assignments, completing a task specification, completing a task within a given-time frame, performing as part of a team.	(Activity for Basic Skills Competencies 1A & 1B) . Students make a lamp from a PVC pipe following a diagram: 1) they make it working together. 2) they make it working alone.	1A	Look at that.
B. . . . working alone.		1B	Take the pipe. (item) Put the wire here. (item) Like this. Put the wires together. pipes lamp
		1D	Plug it in. Unplug it.
		1B	Do this.
		3C	Is it too long? short?
		1F	Be careful! Don't touch! Stand back!
		3A	Finished? Hurry up.
		1B	Give it to him. (pronoun) Put the lamp here. (item) there.

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL	o Importance of communicating with supervisor/co-workers regarding job tasks. o Implications of not completing task on time or to specification. o Importance of initiative and direction on the job.	1A 2A 5A 5B
			Items lamp light wire pipe screwdriver it this that		
Yes. No. It's OK.			**Pronouns** him her me		

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
			B-LEVEL
		1B	Attach the plug. tee elbow socket Use a screwdriver. *(item)* Tighten the screws. *(item)* Take the plug apart. socket
		3B	Does it stand up? Does it work?
			A-LEVEL
C. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.	Students join blocks of wood using screws and bolts. In one activity they line up holes. In a third, they tighten bolts without easy access to the screw (e.g., underneath a table or on the side of a door).	1B	Pick up the wood. Put the holes together. Put the wood here. *(item)* there. Make a hole. Use a screwdriver. Help him. her.
		3C	Is it too big? small? How many?

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
B-LEVEL Yes. No.	B-LEVEL	B-LEVEL	B-LEVEL Items tee elbow socket plug screw(s) these those		
A-LEVEL Yes. No. 10. #	A-LEVEL	A-LEVEL	A-LEVEL Items wood hole screwdriver		

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
			B-LEVEL
		1B	Drill a hole. Hold the drill. "C" clamp. Choose a "C" clamp. drill.
		3B	Does it fit?
		1B	Attach the "C" clamp to the wood. Tighten the bolt. nut.
			A-LEVEL
2. The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.	(Follow-up to activity for Basic Skills competencies 1A & 1B). Using diagrams or models, students make a lamp from PVC pipe of any design they choose.	1B	Make a lamp like this. What do you need? Do you need more time? help?
			B-LEVEL
		1B	Make a lamp. Make it stand up.

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
B-LEVEL	B–LEVEL	B-LEVEL	B-LEVEL		
Yes. No.			Item nut bolt drill "C" clamp		
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
A bolt. *(tools/materials)* Yes. No.	Diagrams or Models		List of tools/ materials from Basic Skills Competencies 1A & 1B.	o Problem-solving models. o Watching co-workers to find appropriate models. o Transferability of skills.	1A 1B 5A 5B
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
3. The student can use counting skills to complete a task. A. . . . making counts.	(Activity for Basic Skills Competencies 3A & 3C.) Using bottlecaps, beans or nails, students count a specified number of objects (0-10) for A-level; 0-100 for B-level; and report the count. Using a spinner board, students take the number of objects specified by the pointer and count them out.		
	A-LEVEL The number will also be designated by dots.	9C	A-LEVEL Count _6_ (#) Ok. Uh-uh. How many?
	B-LEVEL The pointer lands on a number and either a plus or minus sign and the student reports the number remaining after adding or subtracting that number.	9C	B-LEVEL Count _27_. *(number)* Ok. Not enough. Too many. How many do you have?

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
				o Importance of accuracy.	5A
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL	o Entry level jobs involving counting skills.	
0-10	0-10	0-10	bottlecaps beans nails "zero"		
0-10					
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
0-100	0-100	0-100			
0-100					

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
B. . . . verifying counts.	One student counts out items (bottlecaps, nails, beans) and another student verifies the count.		A-LEVEL
		1A 9C	Do this. Take ___5___. *(number)*
			Next. Put these here. Do it again.
		1B	Clean up.
			B.-LEVEL
		9C	Take ___15___. *(number)*
		1B	Do this. How many do you have?

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
(Students count) 0–9	0–9		Numbers 1–10		
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
6 plus/minus 12 equals 18.	0–20 + –		Numbers 1–100		
$\frac{10}{(\#)}$					

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
			A-LEVEL
		9C	Check it.
		9D	
			B-LEVEL
		9C	

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
How many? 0—10 Uh-uh. Ok. No. 0—10 Yes. No.			numbers 1—10		
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
How many do you have? 1—100 Not enough. Too many. Yes. No, (7) (#)	0-100	0—100 (Student initials work)	numbers 1--100		

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
4. The student can measure using tools: A. . . . determining if two quantities are of equal length, volume, or weight.	In this activity, students match objects, according to length, weight and volume, using pencils for length, closed containers containing nails for weight, and clear containers of water for volume. 1) Using two of the above objects, students determine if they are equal.	3C	A-LEVEL Check these pencils. *(item)* Same? Different?
		3C	B-LEVEL Check these pencils. *(item)* Are they the same/ different?

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL	. Importance of accuracy (e.g., safety gauges) . Importance of standardization. . Metric vs. English measuring systems: side by side in the U.S. Entry-level jobs involving measuring skills.	2A 5A 5B 6A 6B
Same. Different.					
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
Yes, (they're) the same/different. No, (they're) different/the same.					

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
	2) Using three or more objects, students select the two which are of equal length, weight or volume.	3C	A-LEVEL Check these pencils. (item) Give me the same pencils. (item)
			B-LEVEL Check these pencils. (item) Which are the same?
	3) Using three or more objects, students distinguish the one that is different.	3C	A-LEVEL Check these pencils. (item) Give me the different pencils. (item)
		3C	B-LEVEL Check these pencils. (item) Which is different?

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
			Item		
			pencils		
Here.					
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
These are.					
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
			Item		
			pencils		
Here.					
B-LEVEL					
This is.					

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
. . . . duplicating the length, volume or weight of something without the use of standard tools.	Using an object of undetermined length, weight, or volume, students make a standard of measure.		A-LEVEL
		1B	Do this.
	1) *Length:* Using string or unmarked tape, students create another of the same length.		B-LEVEL
		1B	Take the string (item) Put the string next to (item) Mark the wood.
			A-LEVEL
	2) *Weight:* Using a balance, a closed container of nails, and an open container, students add nails to the open container to balance the scale.	1B	Do this.
			B-LEVEL
			Put the nails here. (item) Put some nails. # (item) Are they the same?
			A-LEVEL
	3) *Volume:* Using a clear container of water and an empty container, students add water to the same level (volume).	1B	Do this.
			B-LEVEL
		3C	Put some water in. Take some water out. Are they the same? Mark it.

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL Item string tape		
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL Item nails beans bottlecaps		
Yes. No.					
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL water		
Yes. No.					

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
C. . . . using standard tools, determine whether duplicated items are equal.	Using the standard of length, weight, or volume they created in 4B, students measure given objects and report the measurement.		A-LEVEL
		3C	FOR LENGTH: Measure it. How many?
		3C	FOR WEIGHT: Weight it. How many?
		3C	FOR VOLUME: Measure it. How many?
			B-LEVEL
		3C	FOR LENGTH: Measure it. How many strings (item) are there?
		3C	FOR WEIGHT: Weigh it. Put some nail(s) in. a item # in. Take a nail(s) out. Take some nail(s) out a # How many are there?

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
$\frac{6}{(\#)}$. $\frac{5}{(\#)}$. $\frac{3}{(\#)}$.			# one two three four five six seven eight nine ten		
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
$\frac{10}{(\#)}$. $\frac{9}{(\#)}$.			Item strings nails beans bottlecaps		

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
		3C	FOR VOLUME: Measure it. Put some water (*substance*) in. Take some water (*substance*) out. How many are there?
D. . . . measuring the length, volume or weight measurement of something using a standard tool.	Using a standard measure of length (a ruler or tape measure calibrated in inches), weight (a scale calibrated in ounces), or volume (a cup calibrated in ounces), students measure and report the measurement.		A-LEVEL
		3C	FOR LENGTH: Measure it. How many?
		3C	FOR WEIGHT: Weigh it. How many?
		3C	FOR VOLUME: Measure it. How many?
			B-LEVEL
		3C	FOR LENGTH: Measure it. How long?
		3C	FOR WEIGHT: Weigh it. How much?
		3C	FOR VOLUME: Measure it. How much?

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
			Substance water sand		
(# — 10).					
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
	read numbers on a ruler		(#) 1-10 inch(es)		
8 (inches) (#)	read numbers on a scale		1-8 ounce(s)		
7 ounce(s). (#)					
8 ounce(s). (#)					
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
12 inch(es) . (4)	read numbers on a ruler		(#) 1-12		
16 ounce(s). (#)	read numbers on a scale		1-16		
5 ounce(s). (#)					

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
5. The student can organize, classify, and sort discriminating between: A . . color code, shape, material, size.	Using a variety of objects, students separate them by: 1) color 2) size 3) shape 4) material	1B	A-LEVEL Give me the small nail(s). Get 10 (color) *(item)* \# (shape) (size) (material) Put this here. there. What do you need?
		(color)	Put the red ones here. 4 (color) there. (#) (shape) (size) (material)
			B-LEVEL
	A-LEVEL		A-LEVEL
B. . . number codes, letter codes, alpha-numeric codes.	Students find their names on a list. Students file items into a pre-established sequence of single numbers (0-10) or single letters (A-Z).	1B	Put this here. there. away.
		1B	Find your name.
	B-LEVEL		B-LEVEL
	Students put slips of paper with numbers (0-100), letters (A-Z) or alphanumeric codes of 1 letter and 1 number (A1, B2, etc.) in order.	1B	Check this. Put this in order.
		3D	Do you need more time?

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL OK. 6 small nail(s). (#) (color) *items* (shape) (size) (material)	A-LEVEL	A-LEVEL	A-LEVEL Colors red green yellow blue black Shape round square Materials plastic paper wood	. Issue of repetition/ monotony in some entry-level jobs. . Identifying different ways of sorting same object. . Systems for keeping the workplace orderly. . Entry-level jobs involving sorting-type skills.	1B 2A 3A 3B 5A5 5B
B-LEVEL	B-LEVEL	B-LEVEL	Size small		
A-LEVEL	A-LEVEL	A-LEVEL	large big Items of choice		
B-LEVEL	B-LEVEL	B-LEVEL			

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
C. . . . function.	Students select flashlight bulbs from a collection of good and bad bulbs. Then test with a battery and wires, putting the good ones in one pile and the defective in another.		A-LEVEL
		3C	Is it ok? good?
		1B	Check this bulb. these (*item*) Put it here. there.
			B.-LEVEL
		3C	Does it work?
			Test this. these.

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
Yes. Good. Ok. No. No good. Bad.					
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
Yes. No.					

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
D. . . weight.	Students take objects and put them on a scale, stopping when a pre-selected amount has been reached (e.g., as one does at a produce counter in supermarket).	3C	A-LEVEL Weigh this. How many? much?
		3C	B-LEVEL Weigh this. How much does it weigh? Weight 5 . (#) More. That's too much. not enough.

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
6 ounces. (#)	Numbers 1-10 (as designated mark on scale, e.g., color, number).				
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
18 ounces (#)	Numbers 1-100 (as designated mark on scale, e.g., color, number).				

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
E. . . task-related specification.	Students take file folders from within sequence.		
	A-LEVEL Numbers 1-10.		
	B-LEVEL Numbers 1-10, letters A-Z, and alphanumeric codes of one letter and one number.	1B	B-LEVEL Come here. Go over there. Get me A-10 Get $\underset{(\#)}{\underline{6}}$ more. Find Z-99 .

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
repeat a number OK. Sure. Sorry, I can't now. (clarification)	numbers 0-100 letters A-Z alphanumeric codes of one letter and one number.				

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BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
6. The student can follow a sequence.	Using a sequence of three diagrams of pegboard or geoboard with nine holes connected by wires, students follow the diagrams and connect the pegs. This activity is done in three steps, with the teacher first demonstrating how to follow a diagram; second, the student and teacher doing it together; and third, the student doing it alone.		
	A-LEVEL		A-LEVEL
	Students use colored wire and follow a color-coded diagram.	1A	Watch me.
		1B	Take a wire. Look at the picture. Put the wire here. Like this. Do it. OK.
		3B	That's right. wrong.
	B-LEVEL		B-LEVEL
	Students use wires of different lengths and follow a diagram which requires lengths to be placed on correct pegs.	3B	Wrong one. wire. nail. Too long. short. Next. Let me check.

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
				. Importance of following a sequence. . Awareness of workplace notices/ announcements.	
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
Yes. No.					
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		

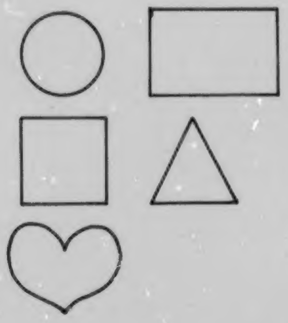
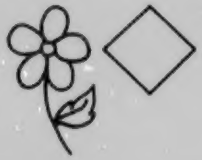
BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
7. The student can use time-related information on schedules and forms.	Students consult written schedules to determine their assignments.		
	A-LEVEL		A-LEVEL
	Schedule consists of days of the month, week and work stations (by numbers and names).	1F	Clean up. Look at the schedule. Here's. the schedule! There's
	B-LEVEL		B-LEVEL
	Schedules consist of breakdown of day (class and work) by time (e.g., 8:00—10:00 work, 10:00- 10:15 break, etc.). B-level student can look at time on a clock and determine what they should be doing (e.g., working, taking a break, having lunch, etc.).	1F	Check the schedule.

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL	. Review of time-related values/ attitudes. . Awareness of work-place notices/ announcements.	1A 1B 2A 3A 3B 4A 4B 7A
	days of week as abbreviations: M, T, W, TH, F, S, S numbers 0-10 NAME WORKROOM TOOLROOM STOCK ROOM RESTROOM LOUNGE				
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
8. The student can utilize plans and patterns: A. . . . as input/source of information to perform a task.	Students use a pattern the size of their program certificate and cut cardboard to serve as a backing for mounting the certificate. The pattern has four holes cut out which the students trace and cut out. They then insert precut string through the holes and make a knot to secure the loop of string for hanging the picture. They then turn it over and put mounting corners on the front corners.		A-LEVEL Do this. Take this pattern. string. Put these here. them it Now cut. Like this. Big. Turn it over. Take 4 . (#) B-LEVEL Take this pattern. Tie it. Bigger.
B. . . .as input/source of information to evaluate a task.	Students compare their finished product (activity 84) with the original pattern to see how well it conforms.	1B 3B 1B 3C 1B 3B	A-LEVEL Check it. OK? OK. That's right. not right. Too big. Cut it. Too small. Do it again. B-LEVEL OK. It's not right. Too big. small.

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL	. Implication of not completing a task on time or to specification. . Entry-level jobs involving plans and patterns.	1B 2A 3A 5A 5B
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		
A-LEVEL	A-LEVEL	A-LEVEL	A-LEVEL		
B-LEVEL	B-LEVEL	B-LEVEL	B-LEVEL		

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
C. . . . as output/product.	Given a set of small sample pillows of various shapes, students make a pattern using carbon paper and allowing extra material for the hem. Using the pattern, they cut out and sew a pillow.		A-LEVEL
		1A	Look at these.
		1B	Take one.
			Put it here.
			there.
		3B	Do this.
			Bigger.
			This much.
			Cut it.
			Take some (carbon paper).
			Draw it.
			Cut it.
			Sew it.
			B-LEVEL
		1B	Make it bigger.
			One inch all around.
			Draw around it.

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL	A-LEVEL	A-LEVEL sample shapes: 	A-LEVEL carbon paper		
B-LEVEL	B-LEVEL	B-LEVEL sample shapes: 	B-LEVEL		

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
9. The student can recognize visual cues and signs indicating direction, operation, and areas/location.	Students read a simple floor plan, building directory or site plan (e.g., of camps) to locate designated areas.	7A	A-LEVEL Where is the screwdriver? *(item)*
		1B	B-LEVEL Take this to Room 5. *(location)* Bring a screwdriver. *(item)* from Room 101. *(location)*

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A-LEVEL Here. Here. Over there.	A-LEVEL read floor or building directory or site plan	A-LEVEL	A-LEVEL Items of choice	Expectations regarding individual's ability to recognize and respond to visual cues and signs.	1A 1B 2A 3A 5A1 5B 6A
B-LEVEL	B-LEVEL X You are here.	B-LEVEL	B-LEVEL Items and locations of choice.		

BASIC SKILLS COMPETENCY	BASIC SKILLS ACTIVITY	VESL COMPETENCY	LISTENING
10. The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.	During class activities (throughout the curriculum) students will respond appropriately to designated warning signs.		A & B LEVEL

Intensive ESL/CO Program
Southeast Asian Regional Meeting
Manila
January 1983

SPEAKING	READING	WRITING	MINIMAL VOCABULARY	NATIVE LANGUAGE POINTS	CO-COMPETENCY
A & B LEVEL	A & B LEVEL NO FOOD NO SMOKING DO NOT ENTER DANGER CAUTION Skull and Crossbones Symbol NO METAL			Note: Basis Skills Competency #10 (safety) permeates the curriculum. The native language points have been identified where appropriate. This basic skills correlates directly with Cultural Orientation Competencies 6A and 6B.	1A 1B 3A 3B 5A5 5B 6A 6B 7A Note: Cultural Orientation competencies 2B and 7B do not easily correspond to any Basic Skills activity and have therefore not been cross-referenced. Nevertheless, they are of equal importance and must be addressed. Program Implementors will decide where these particular competencies will be taught within the pre-vocational curriculum on site-by-site basis.

Key to Symbols

Key to Symbols

T	Teacher
AT	Assistant Teacher
S	Student
Ss	Students
[ ]	Indicates directions to the instructor
( )	Suggests that words contained within should be used if the situation is appropriate and if students can handle them
↔	Indicates that mastery of both columns is expected
{	Indicates that speaker may choose any of the listed utterances
$\frac{\text{hammer}}{\textit{tool}}$	Indicates that the the teacher should refer to the vocabulary column headed by the italicized word to find possible choices used in responding

Refugee Processing Center
Galang, Indonesia

GALANG, INDONESIA

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Background

Pre-employment Activities (Lessons 1-21)

Cultural Orientation Lessons (Lessons 1-24)

Extended English as a Second Language

Refugee Processing Center Galang, Indonesia

Background

Galang, a small island approximately 4 hours by boat southeast of Singapore, is the most isolated of the program sites. It lies a few kilometers north of the equator. The closest city, Tanjung Pinang, on a neighboring island of Bintan, is a largely Chinese commercial port about 20 miles by boat from Galang.

Late in 1979, the Consortium began developing a program in the Anabas Islands at Bintan and Galang. This program was initially funded by the Save the Children Federation. The program at Galang expanded and in September, 1980, UNCHR assumed financial responsibility for the project. In June, 1981, the IESL/CO program began with funding from the U.S. Department of State. Over 25,000 refugees have graduated from the Consortium classes.

The refugees are housed in long, wooden barracks and attend classes in newly-built cement block classrooms. Administrative and communication offices for the Galang program are located in Tanjung Pinang. The harbor settlement and refugee processing center are the only two communities on Galang. There is a sawmill which supplies wood to the program.

Program staff live in two separate compounds comprised of single-story, asbestos-board buildings. Staff rooms open onto a common courtyard.

The Pre-employment Training Program office is a two-story building which pre-dates most of the buildings in Galang. It is soon to be replaced by a new building which will house both the office and training center.

Materials, equipment and tools for the basic skills lessons must be ordered through Tanjung Pinang which causes a three to four-day delay for common supplies such as lightbulbs. Despite such challenges as delays in receiving basic materials, a limited water supply and random interruption of electricity, a high level of energy, creativity and success is exhibited by staff.

Development Process

Regional planning for the Pre-employment Program began in the fall of 1982. Soon thereafter, the Bangkok conference was held. As a result of this conference, regional competencies were adopted by all sites for purposes of curriculum development. Staff from Galang began to write the initial program structure of the Pre-employment Program which was to be implemented in February, 1983. The components of the program were Basic Skills, Cultural Orientation and a separate, expanded ESL (EESL). Basic Skills and Cultural Orientation were the domain of the Pre-employment Program staff, while EESL remained under the guidance of the ESL supervisors and instructors.

In January, 1983, three staff members were hired to implement the Pre-employment Program. They found the basic structure in place with curriculum, lesson plans and activities yet to be written. Using the activities developed at Phanat Nikhom as a catalyst and model, the full range of basic skills activities were sketched out for the six-week cycle. In mid-February, two weeks of pre-service teacher training took place even though there were no complete VESL sequences and teachers were functioning without shelving, desks and typewriters. This training included analysis of the Basic Skills activities and discussion of those appropriate Cultural Orientation points which had been developed in working papers by that time.

The first cycle of students began classes on February 28, 1983, in unfinished classrooms and with teachers working on a day-by-day basis to write lessons almost simultaneously with teaching them for the first time.

Initially, the EESL component was separate from the pre-employment effort altogether. The three-part curriculum focused on housing, health and employment. Both the A and B level curriculum emphasized grammar and employment. By March, 1983, it was obvious that VESL should be integrated into the Pre-employment Program. It is now taught by each Basic Skills and Cultural Orientation teacher as well as those responsible for the EESL component.

Curriculum Description

Basic Skills: This component drew heavily from the developmental work that was done at Phanat Nikhom. The curriculum as a whole was based on an experimental approach to education in which the activities were used to teach problem solving, foster skills and reinforce language acquisition.

The underlying philosophy of the program is that the refugees will secure jobs soon after entering the U.S., and therefore should be exposed to a variety of tasks and topics that will enhance their confidence in dealing with work situations in America. Classroom experiences expose refugees to construction activities. Examples are: plumbing systems, cooking and electricity. They are expected to interpret and produce diagrams, drawings, and graphs. The approach is not to teach each competency individually in chronological lessons, but to produce activities which, by their very nature, encourage the development and repetition of numerous skills addressed in the core competencies.

In addition to developing skills, the curriculum places emphasis on American values and customs in the U.S. workplace. Cross-cultural teaching techniques are used to discuss contrasts between S.E. Asian and U.S. work values, roles and expectations, as well as to relay information to the student. Cultural Orientation (CO) augments the competencies taught in Basic Skills by placing them in the context of workplace situations. The students discuss the Basic Skill activities during the Cultural Orientation lessons (in their native language) and if necessary expand these discussions to concepts of working in the United States. Vocational English as a Second Language (VESL) is introduced on a situational basis and practiced in simulations. The factory, restaurant, home, janitorial, and mailroom simulations are the highlight of the CO curriculum: CO, Basic Skills, and VESL concepts taught in previous lessons are reinforced and practiced in a situation which resembles actual working situations in the United States.

Vocational English As A Second Language (VESL):

The objectives of the VESL aspect of the Pre-employment Curriculum are:

1. to provide the refugees with the language necessary to do the tasks required by Basic Skills and Cultural Orientation activities;
2. to provide reinforcement of language functions, as recommended in the regional competencies.

Several competencies are covered throughout the lesson. In activities which are very limited, such as sorting letters, fewer VESL competencies are covered. In lessons which incorporate several activities, the VESL required is much broader.

Expanded English As a Second Language (EESL):

The Expanded English as a Second Language (EESL) curriculum is designed to meet the regional recommendations for additional English as a Second Language (ESL) for A-B level refugees. Employment, housing, and health are the major topics in the curriculum which also includes time, money and transportation. The intent of this curriculum is to expand on the previous language learned in Intensive English as a Second Language (IESL), and the lessons are coordinated with Cultural Orientation and Basic Skills. For example, when teaching how to give directions within a building, a factory floor plan is used; when discussing following directions on the job, various Basic Skills and Cultural Orientation activities are referred to along with the factory floor plan. The attempt is to create a cohesiveness in language learning rather than memorization of dialogues.

Organization

All components of the Consortium's program make use of a formal competency-based curriculum. Although each component's curriculum was written by field staff, it adheres to the standard teaching points which form the regional core curriculum. Classroom objectives and their sequence from all components are carefully coordinated so that new concepts and vocabulary can be reinforced in all classes. Teachers meet weekly to discuss this coordination. New teachers are required to make use of existing activities and methods associated with each curriculum objective, while more experienced teachers are encouraged to be innovative.

Scheduling

The Pre-employment Training Program is six weeks long. Students attend classes five days per week, seven hours per day: three hours of EESL, two hours of Cultural Orientation and two hours of Basic Skills. Some students may begin classes at 7:30 a.m. and finish at 6:15 p.m.

Teachers of Cultural Orientation and Basic Skills teach two, two-hour classes, back-to-back in the afternoon. EESL teachers, on the other hand, teach one three-hour class and a one and one-half hour shared class in the morning. Teachers teach five days per week for six hours. Every seventh week teachers have a full week of vacation. On the average, the student-teacher ratio is 20:1 with the ratio dropping to 10:1 for pre-literate classes.

Student attendance is obligatory. When a student misses three classes, s/he is called for a conference. If a student misses five classes, his/her name is turned into the U.S. Refugee Office for disciplinary action.

Student Population

Galang's Pre-employment Program serves A and B level students who are Vietnamese or Khmer. They enter the program after 12 weeks of ESL and CO in the regular IESL Program. Approximately 10% of the population in the program are illiterate in their native languages.

As of June 1, 1983, there were approximately 1,250 students being served at Galang. Students are between the ages of 16 and 55. There are about equal numbers of men and women in the low and mid-level classes.

The majority of the students begin the Pre-employment Program knowing basic English vocabulary and have practiced using English structures in a variety of contexts. Most students can read. Accordingly, the Galang curriculum displays more complicated language in the EESL and VESL components. Because of student literacy, emphasis is also placed on reading diagrams and instructions.

Educational Approach

All aspects and components of the Pre-employment Program have equal emphasis in Galang. The curriculum is spiraled so that teaching points are reinforced across each area. EESL reinforces the language taught in Cultural Orientation and Basic Skills; Basic Skills teaches the skills necessary for students to participate in CO simulations, while CO provides situations in which students are able to use what they have learned in a work-like setting.

Basic Skills and Cultural Orientation both have lessons spiraled on the basis of the degree of difficulty. Simulations, too, progress from the easiest (Janitor Simulation) to the most difficult (Restaurant Simulation). Simulations are preceded by a preparation day during which students are instructed in needed cultural points, skills training and VESL. Review of specific points may be held in any of the classes, as appropriate, through a variety of activities. No one component is pre-eminent in the program.

The EESL curriculum follows the CO lessons; review and reinforcement of English used throughout the Pre-employment Program is emphasized. Concurrently, EESL departs from the regular Intenstive ESL curriculum by introducing new language and providing a focus on grammatical structures.

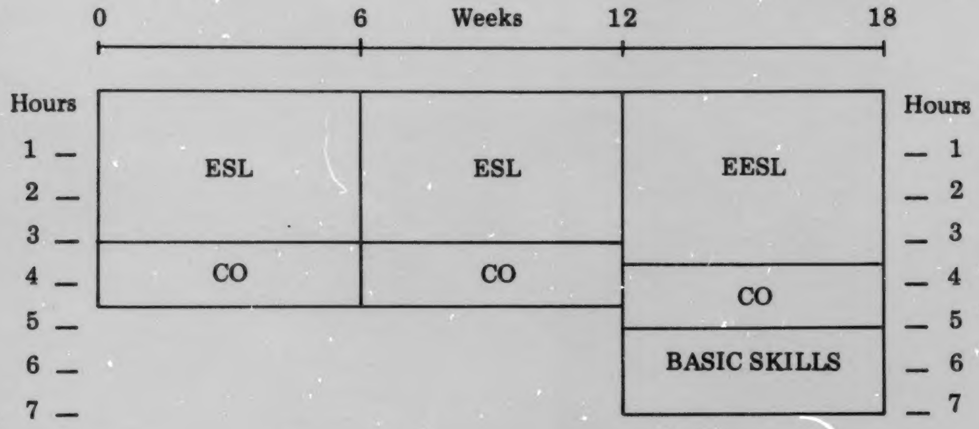
Basic Skills lessons reflect the same approach. Skills in construction, diagram reading, measurement and electricity are strengthened and reviewed throughout the six-week cycle.

PRE-EMPLOYMENT LESSON SEQUENCE

WEEK 1	Batt. Bulbs Intro Pre-Voc Tools	Siphoning Employability Profile	Plumbing Following Directions Clarification	Survey Trainee Role/ Job Work Record	Graphing A Cards Work Attitudes/ Sex Roles
EESL					
WEEK 2	Test light Working in US Work Schedules Reporting Business	Insulators/ Conductors Sorting A-card Working as a Janitor	Lamp Base Cutting & Sanding Janitor Simulation	Lamp Base Painting Safety Signs Powersaw and Soldering Iron	Wire Frame Maintenance of Equipment, Reporting Faults
EESL					
WEEK 3	Lamp Shade Applying Pre-ET in the Home	Mixed Drinks Review		Shoe Rack Sorting/Packaging A-cards Letter/#	Construction Mailroom Simulation

WEEK 4	PVC Design Communication & Establishing Rapport Social Language	EC I Piecework & sequence of operations	EC II Pancakes Lamp Assembly Quality Control Accuracy & Measurement	Pancakes Lamp Assembly EC II Working in Factory/ Floor plan	Lamp Assembly EC II Pancakes Small Factory Simulation
WEEK 5	Mapping I & II how high, wide long? Rules + Polices + Payroll		Fuses Grounds Factory Coding Following Diagrams	Ice Cream Large Factory Lamp Assembly	PVC Chair Review
WEEK 6	Locks Working in Restaurant	Review Restaurant Simulation	Mystery Box Transit Process and Review	Camp Map Culture Shock and Review	Graduation

GALANG PRE-VOCATIONAL PROGRAM DESIGN AND SCHEDULE



Teaching Hours

ESL

60 teaching days X 3 hours ESL = 180

36 hours ESL Listening Lab = 36

31 teaching days X 3.5 hours EESL = 108.5

Total Hours = 324.5

Basic Skills-CO-VESL

31 teaching days x 2 hours Basic Skills = 62

31 teaching days x 1.5 hours CO = 46.5

Total Hours = 108.5

Methodology

The approach to language and cultural orientation is eclectic, utilizing any and all methods found appropriate to the needs of adult refugee students. In Basic Skills classes, teachers simulate the work environment as much as possible and model supervisory techniques to demonstrate skills or to provide feedback about performance. Instruction is focused, as much as possible, on the individual experiences and needs of the student.

Staffing

Indonesia, the host country, requires teachers to be hired from the native population. They are graduates of Indonesian teacher training colleges, usually with degrees in English Language and/or Literature. Their course of study prepares them to teach English in high school or college. All teachers are Indonesian; supervisors and teacher trainers are U.S. citizens.

Galang utilizes volunteer aide/translators in all components of the Pre-employment Training Program.

Teacher Training

All teachers must attend training sessions; for CO and Basic Skills teachers — two and one-half hours each morning, for EESL — one to two hours each afternoon.

Training for the teaching staff has been emphasized since the beginning of the Pre-employment Program. The initial two weeks pre-service training acquainted teachers with activities; the two and one-half hour training sessions that began with the first cycle were essential for mapping out the steps in each lesson, the lesson's rationale, the basic approach in teaching the language lesson and mechanics of dealing with the variety of equipment used daily.

In subsequent cycles, while a portion of each training session is spent discussing the previous day's lesson and reviewing the steps in upcoming lessons, time is also available for the following: discussing lesson revision, assessing the degree to which the lessons adequately address the competencies, developing new activities, viewing videos of classes to discuss teaching techniques, meeting one-to-one with supervisors about teaching performance, and meeting with staff from other sub-components.

A valuable addition to the activities conducted during training has been the time set aside for teachers to meet with assistant teachers to familiarize them with the lessons and their role in the classroom.

By the fourth cycle, the staff was able to concentrate primarily on the VESL and begin documenting the language to be used for low A through high B levels. The lessons displayed in this manual do not reflect this work which was underway at the time of writing.

The on-going teacher training emphasizes methods and techniques, materials presentation, familiarization with Basic Skills activities and use of related VESL/EESL. With more experienced teachers, alternative classroom activities are planned and background information is gathered. Recently, "interface sessions" have become part of teacher training in which teachers from all three areas, CO/ESL/PET, meet to discuss and share related information.

EESL/VESL teachers were originally chosen for their ability to work independently and with minimum supervision. The following reflects a typical week:

TEACHER DEVELOPMENT SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Weekly lesson plan Shared class planning	Aides Training	Sharing Techniques	Realia and Materials production and gathering	Coordination of language with Basic Skills and CO

TIME 3-4+ 3-4+ 3-4+ 3-4+ 2-3+

The training week begins on Friday when supervisors plan for the following week's Basic Skills and CO lessons by explaining and illustrating the language structures, grammar, vocabulary and related topics.

This is followed by a discussion of the placement of CO and Basic Skills language for the next week's EESL lessons.

TIME	DAILY TEACHER TRAINING ACTIVITY
9:00 – 9:30	Business matters, discussion/evaluation with teacher of previous day's lesson.
9:30 – 10:30	Planning session, demonstration of techniques. This hour is for teachers only and planning is done for the cycle, including weekly and daily lessons. Technique demonstrations center on improvement of activities for lessons: — Sharing among teachers — Development of materials/realia — Generating alternative activities — New Methods/Ideas for teaching activities.
10:30 – 11:30 New Teachers	Review of lesson for the day. This hour is for new teachers, Vietnamese classroom translators and experienced teachers who wish to attend. The lesson for the day is reviewed including all the steps of the activities. Background information is provided. Teachers and aides often perform the activities.
Experienced Teachers	Independent work such as generation of alternate activities for lessons, manufacturing realia or other teaching aids. They may read background reports, studies, articles, etc. This time is also used by teachers to meet individually with translators to review the daily lesson outline.

Critique of the Present and View of the Future

Cultural Orientation:

The simulations in Cultural Orientation have met with great success. Developers of CO/Pre-employment Curriculum should be encouraged to incorporate this type of activity.

Role plays have proven to be extremely difficult with A/B level students Role plays should be complete and thoroughly thought out before being tried.

In all cases, if informational lessons are planned, activities should be included.

Basic Skills:

The teaching sequence whereby the student is first involved in the activity, and then in the acquisition of VESL at the appropriate juncture, successfully conveys the context for the language. Students are able to perform a concrete task, reinforce basic skills and at the same time learn related language used in the workplace.

EESL:

Students are very interested in lessons which are related to the workplace, especially if they are directly related to either a Cultural Orientation or Basic Skills lesson. It is important to note that EESL is not, and should not be, a repeat of the Intensive ESL Program. Otherwise, students could become bored and frustrated.

Galang
Pre-Employment
Activities

Galang

Pre-Employment Activities

Pre-employment Activities
Cultural Orientation Lessons

Pre-employment Activity

Galang – Lesson 1

BATTERIES AND BULBS

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - b. . . . working alone.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts.
   - b. . . . verifying counts.
4. Competency 5: The student can organize, classify, and sort discriminating between:
   - c. . . . function.
5. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.
6. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one step directions
     1. to start a task
     2. to take something apart
     3. to put something away
   - c. Follow multiple step directions to perform a task.
   - d. Follow directions in use of hand or power tool.
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 3: The student can provide feedback on performance of task.
   - b. Provide feedback about quality of work.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - b. Ask for assistance or advice from a supervisor or co-worker.
4. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
5. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.

6. Competency 7: The student can ask and respond to questions about items in the workplace.
    - a. Ask or tell the location of an object or place.
    - b. Ask or tell who has an object.
    - c. Make and respond to a request for an object.

II. LESSON CLARIFICATION

A. Rationale

1. Many home appliances, office machines and factory machines run on electricity. It is a fundamental source of energy for modern technology. Because it seems mysterious and dangerous, students may be fearful of using electrical equipment, or, they may use an appliance or machine in unsafe ways because of ignorance. Although electricity may be a strange phenomenon to many students, the manner in which it works can be understood.

B. Teaching Points

1. In this activity students will learn some simple procedures for determining whether a battery and a bulb are still useful. They will construct some simple circuits in a manner which will help them understand that different kinds of bulbs have different power requirements and that batteries may differ in shape or size, but still produce the same power.
2. They will use this new knowledge to sort out dead bulbs and batteries from good ones simulating quality control procedures in a factory.

III. CULTURAL ORIENTATION

A. Use another activity which re-enforces "Quality Control, Accuracy, and Measurement".

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. Electrical wire	15 ft
2. Razor knives	5
3. Wire cutters	5
4. 40W light Bulb	1
5. Flashlight Bulbs	
2.2 volt	12
3.8 volt	12
6.8 volt	12
6. Auto light Bulbs	5
7. Batteries	
— D-Cells (1.5V)	30
— C-Cells (1.5V)	10
— AA-Cells (1.5V)	10
— Wet cell battery (6V)	1
— Radio battery (9V)	10
8. Rulers	5
9. Pencils	5
10. Mix of good and bad batteries	
11. Mix of good and bad bulbs	
12. 2 worksheets	
. Batteries and Bulbs	
. More than One Battery	

Batteries and Bulbs

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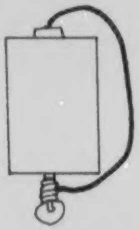

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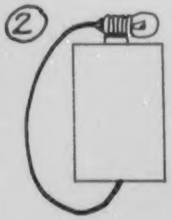

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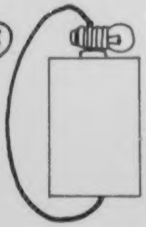

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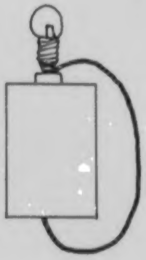

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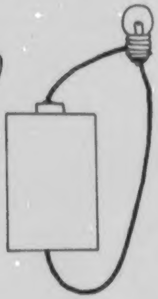

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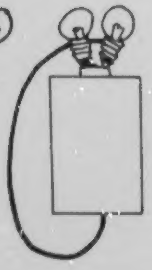

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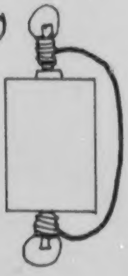

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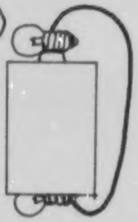

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More Than One Battery

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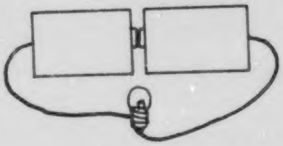

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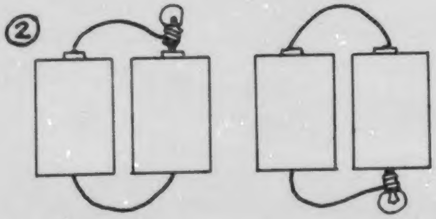

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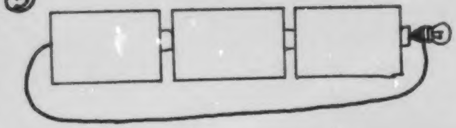

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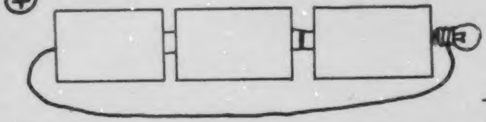

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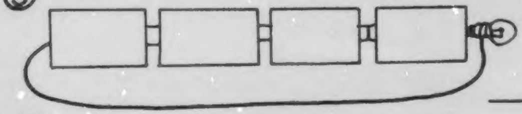

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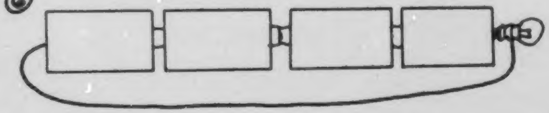

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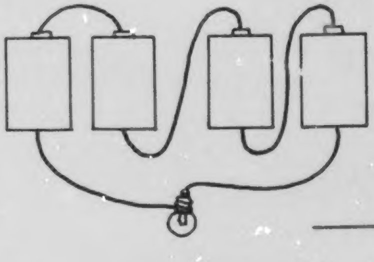

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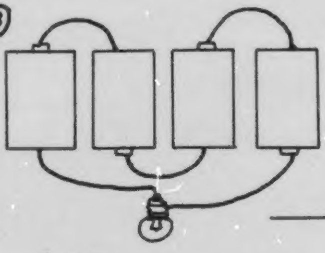


VI. PROCEDURE – ACTIVITY 1: MEASURE, CUT AND STRIP WIRES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T, with the interpreter, gives the rationale for activity. Since this is the very first lesson of the program, T will introduce materials and tools to be used in the activity.	1. Ss observe, listen, and respond.	1. This is a $\underset{\textit{item}}{\underline{\text{wire}}}$. These are $\underset{\textit{item}}{\underline{\text{batteries}}}$.		ITEM wire razor knife wire cutter light bulb flashlight bulb battery
		What is this?	1. It is a $\underset{\textit{item}}{\underline{\text{battery}}}$.	
		Is this a wire?	$\left\{\begin{array}{l}\text{Yes.}\\ \text{No, it is a } \underset{\textit{item}}{\underline{\text{battery}}}.\end{array}\right.$	
		Take the $\underset{\textit{item}}{\underline{\text{wire}}}$. Give him/her/me a $\underset{\textit{item}}{\underline{\text{wire}}}$		
2. T demonstrates that a flashlight bulb can be lit using a battery (D-cell) and one piece of wire. This is done in such a manner that the Ss cannot see the wire or touch the battery and the bulb. T demonstrates how to measure, cut and strip wire. Stripping Wire Ss should be reminded that cutting is to be done on the table. Ss should not use their teeth to strip the wire.	2. Ss observe, listen, and respond.	2. Watch this. It lights up. Measure the wire. Cut it. Strip the ends. What do I do?	2. $\left\{\begin{array}{l}\text{Measure.}\\ \text{Cut.}\\ \text{Strip.}\end{array}\right.$	

VI. PROCEDURE – ACTIVITY 2: MEASURE WIRE, CAUSING A BULB TO LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T hands out razor knives, electrical wire, 5 rulers. T should assist those who are having trouble measuring or have a S that can measure help those who cannot. Ss should also be reminded to be careful when using the knife.	1. Each S cuts a piece of wire 10 inches long.	1. Measure the wire. Cut it. Strip the ends. Do you understand?	1. Yes. No.	VERBS measure cut strip
		What's the problem?	I can't cut. *verb* It's too short. *adjective*	ADJECTIVES
		Be careful. The razor is sharp. knife	O.K.	long short dull
2. T hands out D-cell batteries and flashlight bulbs. T draws the wiring pattern the Ss have discovered on the blackboard.	2. Ss, given a D-cell battery and a good bulb, are asked to make the bulb light up. Those who can do this right away are asked to try lighting the bulb using a different wiring pattern.	2. Make it light up. Does it work?	2. Yes. No.	
		Check it. Understand?	Yes. Show me.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
				WRITING
3. T hands out worksheet and demonstrates how to use it using the first example on the sheet. While Ss are working, T can observe each S and assist those who have trouble interpreting the picture correctly. T should discourage Ss from wrapping wire around the bulb.	3. Using a worksheet, Ss make the battery and bulb arrangement and indicate if the bulb lights.	3. Look at this. Stop. Listen. Does it work? Try them all. Write "yes" or "no" here	3. Yes. No. O.K.	Yes No
4. T brings Ss back together and reviews the worksheet.	4. Ss listen.	4. Does it light up? This is a circuit.	4. Yes. No.	

VI. PROCEDURE – ACTIVITY 3: COMPARING VARIOUS BATTERIES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T hands out various batteries, C-cell, A-cell, D-cell and a 6V wet cell.	1. Ss are given other kinds of batteries and asked to see if these will light the bulb in the same way as the D-cell.	1. Are they the same? different?	1. { Same. Different.	
		Are they the same size?	{ Yes. No.	
2. Having tried the other kinds of batteries, Ss are asked what will happen with 6 volt battery.	2. Ss observe and respond.	2. Is this the same? Try this one.	2. { Yes, it's. No.	

VI. PROCEDURE – ACTIVITY 3: COMPARING VARIOUS BATTERIES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T connects the bulb to the 6 volt battery and compares the result to previous use of C, A, D cells.	3. Ss observe and respond.	3. It's bright. dim. Which ones are the same?	3. This one. These.	

VI. PROCEDURE – ACTIVITY 4: TESTING ALTERNATE WIRING PLANS AND DIFFERENT BULBS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. **Alternate Wiring** Two or more batteries are used. (Ss work in groups of 2.) T can introduce the next worksheet by asking Ss how to cause a 2.2 bulb to light using two batteries. Ss can test their theory. Having done so, T asks Ss to think of other ways to connect the batteries so that the bulb lights.	1. Ss complete the worksheet recording whether or not the wiring results in the bulb lighting and whether the bulb is bright or dim.	1. How many batteries here?	1. ________ *Number*	
		Try # ______. Does it work?	Yes. No.	
		Is the light bright? dim?	Bright. Dim	
		Are they the same? different?	Yes. No.	
		Which ones are the same? different? bright? dim?	These. This one.	
2. **Burning out Bulbs** In the previous activities Ss worked with only one kind of flashlight bulb, i.e., 2.2 volt. T can now ask if there is a difference when using other kinds of bulbs. T gives S the following assortment of bulbs:	2. Ss,using the same procedure as before, see if bulbs will light with one battery, then what happens when more than one battery is used.	2. Make this bulb light up.		

VI. PROCEDURE -- ACTIVITY 4: TESTING ALTERNATE WIRING PLANS AND DIFFERENT BULBS

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
3.8 volt bulbs 6.8 volt bulbs Christmas light (220V) Bulb for auto ball light (6V) 40 watt bulb		How many batteries do you need?	2. __________ *number*	
T discusses the results with whole class.		Is it bright? dim	It's bright. dim	
		Try one more battery.		
		Which one is dim? bright? dimmest? brightest?	This one. That.	
3. At the end of the discussion about different kinds of bulbs, the T can show what happens when the multiple batteries are used to light a flashlight bulb. Starting with two batteries, how many will be needed before the 6.8 volt bulb is blown out. The same procedure can be followed for the other bulbs.	3. Ss set up the row of batteries. Some hold the end connection and others add batteries one by one with the different bulbs.	3. Try one or more batteries. What happened?	3. The bulb burned out.	
		How many batteries?	__________ *number*	
T lets Ss guess how many batteries it will take to burn a bulb out.		Which light bulb?	The small one. big medium red 2.2 volt	

VI. PROCEDURE – ACTIVITY 5: QUALITY CONTROL

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T can introduce the next task by telling Ss that inspection of finished products is a standard procedure in U.S. factories. The task is to simulate such an inspection.	1. Ss pass or reject each bulb and battery as quickly as possible.	1. Does it work?	1. Yes. No.	
a. T gives Ss several containers of both good and bad batteries and bulbs.		Check it. Put good batteries here and dead ones in here.	O.K.	
b. T times each group as they perform the inspection task.		Put good light bulbs in here and burned out here.		
		Work quickly.		
		Where do you put the good ones?	(In) here. there.	
		Which ones are good?	These are. Those	
		Put the good bulbs bad 2.2 volts here.		

Pre-employment Activity

Galang – Lesson 2

WATER FLOW

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as a part of a team.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 4: The student can measure using tools:
   - a. . . . determining if two quantities are of equal length, volume, or weight.
   - c. . . . using standard tools, determine whether duplicated items are equal.
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
3. Competency 7: The student can use time-related information on schedules and forms.
4. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions
     1. to start a task
     2. to take something apart
     3. to put something away
   - c. Follow multiple-step directions to perform a task.
   - d. Follow instructions in use of hand or power tool.
2. Competency 3: The student can provide feedback on performance of task.
   - b. Provide feedback about quality of work.
   - e. Report time worked.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - b. Ask for assistance or advice from a supervisor or co-worker.
4. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
5. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
   - b. Ask for meaning of English words.
6. Competency 7: The student can ask and respond to questions about items in the workplace.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.

II. LESSON CLARIFICATION

A. Rationale

1. Plumbing is an essential feature of every modern American home. It brings clean water and carries away dirty and "used" water. It is a necessity in preventing many health problems. Therefore, it is important to understand how it works and to know when it is in need of repair.
2. By having students work with some simple water systems such as a siphon, they will gain some familiarity and understanding of how such systems work. This activity will help the students understand that large systems are composed of smaller parts, they will understand the larger system.

B. Teaching Points

1. This activity starts off with a problem that is presented to the students for a solution. How can water be made to flow from one container to another using a piece of tubing? They may be able to do this easily but not understand why and how it works. The questions and demonstrations in this lesson are suggested to stimulate thinking and observing. Students must follow several essential steps to make the siphons work. By doing the activities in the suggested sequence they will comprehend how a siphon works and develop some understanding about water pressure.
2. During this activity the students will gain experience in problem solving, measuring time and length, developing manual skills with tools, and developing an understanding of pictorial representation. The measuring presented the first day with the rulers should be reinforced by measuring the tubing with a tape measure.

III. CULTURAL ORIENTATION

A. Problems with plumbing treated in "Home" lesson.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. 4 Tape Measures
2. 4 Clocks with second hand
3. Connectors with adaptors for ¼" and ½" tubing
4. 6 Tees
5. 8 Adapters for faucet
6. 8 Faucets
7. 2 Buckets, one filled with water
8. Plastic tubing, four feet long, ½" diameter
9. 4 Buckets, empty
10. 4 Buckets, filled with water
11. 4 Pieces of plastic tubing 4 feet long, ½" diameter
12. ½" *plastic tubing*
    - 4 4 ft. lengths
    - 4 3 ft. lengths
    - 8 2 ft. lengths
    - 1 6 ft. lengths
13. ¼" *plastic tubing*
    - 4 4 ft lengths
14. ¾" plastic tubing
    - 4 4 ft. lengths

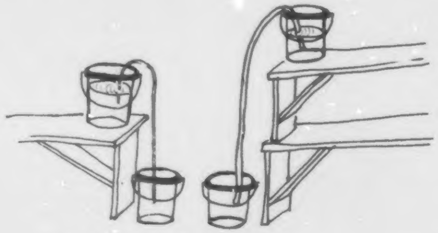
V. PROCEDURE – ACTIVITY 1: SIPHONING

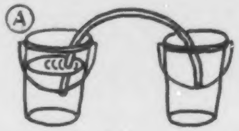
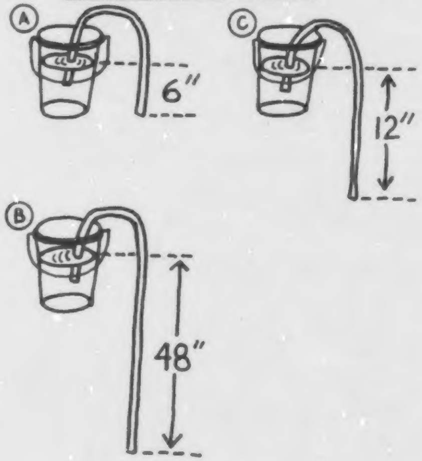
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T asks Ss if they have ever siphoned water before. T presents problem. Given two containers, one full of water and the other empty, how can they transfer water from the one to the other using a piece of tubing? The T may, while introducing the VESL, have the Ss measure the various length tubing to reinforce measurement skills. NOTE: In presenting the problems make sure buckets are at two different levels.	1. Discussion by students.	1. This is a bucket. *equipment* These are tubes. *equipment*		EQUIPMENT bucket tube tape measure
			1. Excuse me, What's this?	
		It's a bucket . *equipment*		
			20 #	
		Show me the empty bucket.		
		Who has the full buckets?	She does. He	
		Which one is full? empty?	This one. That	
		How long is the tube?	8 # inches.	
2. Ss are given one piece of tubing and asked to put one bucket on the table, the other on a bench. Ss are to transfer the water from one bucket to the other using a piece of tubing. Some may solve this problem immediately while others will fail. Let those who are having problems struggle for a while before letting others help them.	2. Ss siphon water using a 4 ft. length of tubing.	2. Take a tube. Make the water go from the full bucket to the empty bucket.	2. Again, please.	
		Do you understand?	Yes. No. I need a tube. *equipment* Please show me.	

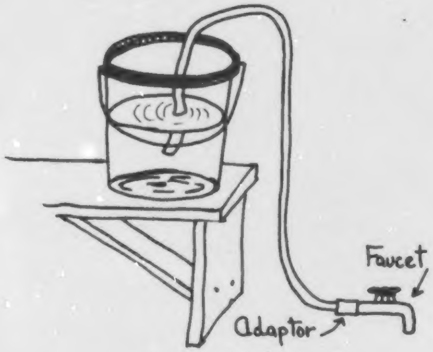
V. PROCEDURE – ACTIVITY 1: SIPHONING

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
3. When most Ss have been successful at causing the water to flow between buckets, the T stops the group and gives a demonstration. Using a tube previously filled with water, T inserts one end of the tube into a bucket of water and releases finger from the other end. Water should begin to flow into the receiving bucket. Ss are then asked to siphon water without using their mouths.	3. Ss siphon again but without using their mouths.	3. Let me show you again. Did you see that?	3. Yes, I did. No, I didn't.	
		Can you do it?	Sure.	
		Don't use your mouth.		
4. T shows the class tubing of a different diameter and asks if there will be a difference in the way water flows compared to the use of a smaller diameter tube. Will the water flow faster or slower? What can be done to cause a faster or slower flow of water?	4. Ss siphon water using 4 ft. lengths of tubing of different diameters.	4. Are these tubes the same?	4. Not the same. Different.	
		How about the water?	Different.	
		Are you sure?	Sure.	
		Try it.		
		Which one is faster? slower?	This one. The small one. big	
		Make the water go faster.		

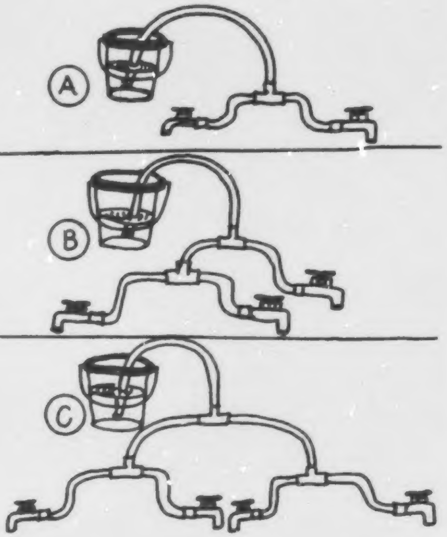
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. As a follow-up to the previous activity, Ss time how long it takes the water to empty from the bucket They may need to become familiar with the technique of timing. First Ss practice reading off seconds as a minute hand moves around the clock. They may also need practice expressing time in terms of minutes and seconds.	5. Ss practice timing.	5. What's this?	5. A clock.	
		Minutes here. Seconds here. How many minutes?	10 minutes. #	
		How many seconds?	5 seconds. #	
		Do you understand?	Yes. No.	
		Take the medium tube. small big		
		Make the water go from the full bucket to the empty one.	O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
6. Ss time the water flow through two lengths of tubing of different diameters. Stress that the water siphoned must reach the designated mark on the bucket in each case.	6. Ss time the flow of water through various tubes of different diameter. Ss record their data on a chart provided by the teacher on the blackboard.	6. Understand?	6. Yes. No.	
		How long?	$\underset{\#}{\underline{10}}$ minutes, $\underset{\#}{\underline{5}}$ seconds.	
For Ss finishing the above task quickly, T should ask what will happen under the following conditions:		Which one is faster?	The small one. big	
a. Height of the first bucket is raised or lowered in relation to the second bucket.		Can you make it go faster?	Yes. No.	
b. The distance between the two buckets is varied.		Try. Like this.		
 Different Heights Different Diameter Hoses				

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. After Ss have done the timing exercise several times with the different tubings, T discusses the results they have recorded. There will probably be different times recorded. To help Ss understand why there are these differences, T can ask what is happening in the following situations. ① What will happen?  ② Fast or Slow? 	7. Ss discuss the data and explain the differences in flow time shown on the chart.	7. Look at this. Does the water go fast? slow?	7. Fast. Slow. Very fast. Very slow.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the activity by discussing equipment and the drawing below which has been put on the blackboard. 	1. Ss listen and respond appropriately.	1. What's this? Take a faucet. Give it to ________ . *name* Can you make this?	1. It's a tee. *equipment* Yes. No. Sure.	EQUIPMENT tee faucet elbow
2. T demonstrates use of connectors and how the faucet works.	2. Ss work on top of the tables to assemble and test the system. Buckets should be high enough to permit water flow easily with some pressure.	2. What do you want?	2. I need a tee. *equipment*	COLORS red yellow blue green

V. PROCEDURE – ACTIVITY 2: USE DIAGRAM TO ASSEMBLE WATER SYSTEM

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. Once the Ss have set up the basic system with a faucet at the end of the tubing, they can use the T connectors to make a more complex system. NOTE: T should consider ahead of time what prepared drawings might be used to aid discussion. 	3. Ss assemble the system working from the teacher's drawings and drawings.	3. What is this?	3. A tee. *equipment*	
		Can you make this?	Yes. No. Sure.	
		Does the water go the same here and there?	Yes. No.	
		Can you make this one?	Yes. No. Sure.	
		Does the water go the same here, here, and here?	Same. Different. Not the same.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. T has Ss collect tools using verbal command.	4. Ss follow instructions.	4. Put all tools on some under # next to the table.		
			4. O.K.	
		Put the tee in the *equipment* red bucket. *color*		
			Is this O.K.?	
		Yes, that's right.		

Pre-employment Activity

Galang – Lesson 3

PLUMBING

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training
3. Competency 4: The student can measure using tools:
   c. . . . using standard tools, determine whether duplicated items are equal.
   d. . . . measuring the length, volume or weight measurement of something using a standard tool.
4. Competency 5: The student can organize, classify, and sort discriminating between:
   e. . . . task-related specification.
5. Competency 6: The student can follow a sequence.
6. Competency 7: The student can use time-related information on schedules and forms.
7. Competency 8: The student can utilize plans and patterns:
   c. . . . as output/product.
8. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   a. Acknowledge that one is about to receive directions.
   b. Follow one-step directions
      1. to start a task.
      2. to take something apart.
      3. to put something away.
   c. Follow multiple-step directions to perform a task.
   d. Follow directions in use of hand or power tool.
   e. Respond to simple cautions and negative commands.
   f. Follow directions to complete a form.
2. Competency 3: The student can provide feedback on performance of task.
   b. Provide feedback about quality of work.
   c. Provide specific assessment of a product.
   d. Describe activities in progress and needs for completion of task.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   b. Ask for assistance or advice from a supervisor or co-worker.

4. Competency 5: The student can ask for clarification.
    a. Indicate lack of understanding.
    b. Ask for clarification.
    c. Ask for repetition of demonstration.
5. Competency 6: The student can ask how to say something in English.
    a. Ask names of workplace objects and procedures.
    b. Ask for meaning of English words.
6. Competency 7: The student can ask and respond to questions about items in the workplace.
    a. Ask or tell the location of an object or place.
    b. Ask or tell who has an object.
    c. Make and respond to a request for an object.

II. LESSON CLARIFICATION

A. Rationale

1. Plumbing is an essential feature of every modern American home. It brings clean water and carries away dirty and "used" water. It is necessary to prevent health problems caused by improper disposal of waste. Therefore, it is important to understand how it works and to know when it is in need of repair.
2. By having students work with some simple water systems they will gain familiarity and understanding with the way such systems work. This activity will help the students understand that large systems are composed of smaller parts. By studying the smaller parts first, they will comprehend the larger system.

B. Teaching Points

1. This lesson is an extension of the lesson on siphons and water systems. The students will work with PVC tubing and connectors to install a simple plumbing system. In the process, they will learn how to use a new tool, the hack saw, and how to connect pipes. In most cases, the teacher will need to trouble-shoot when students adjust their systems for leaks or increase the water pressure.
2. Teachers will introduce ½ inch measurements in this lesson. More advanced groups should learn ¼" and ¾"; stress should be placed on accurate measuring.

    As students work, the teacher should point out faulty procedures and make suggestions on how best to construct a sturdy system. Additionally, where appropriate, safety should be stressed.

III. CULTURAL ORIENTATION

A. Problems with plumbing are taught in "Home" lessons.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

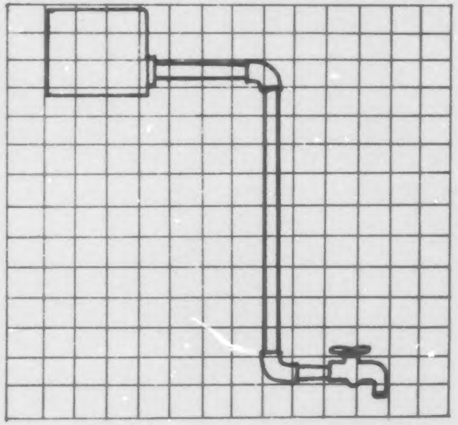
1. 4 adapted tin cans
2. 7 PVC pipes of 8 ft. length
3. 5 steel tapes
4. 4 hacksaws
5. 4 C clamps large and small
6. 4 tee connectors
7. 20 elbows
8. 8 adapters
9. 8 faucets
10. 4 buckets with water
11. 4 buckets without water
12. 12 sheets blank paper
13. 12 sheets ¼" grid paper
14. Pencils

B. Suggested Materials:

1. 4 Small containers to transfer the water
2. 1 large poster-size grid sheet for the T.
    Small chunks of wood to aid the clamping of the can to the benches
3. 4 Clocks
4. 7 PVC Pipes (8 ft.)
5. 5 Faucet Connectors — elbows, adapters
6. Paper, Pencils
7. Pre-cut pieces of PVC pipe
8. Tin can adapted for accepting parts

V. PROCEDURE – ACTIVITY 1: PLUMBING

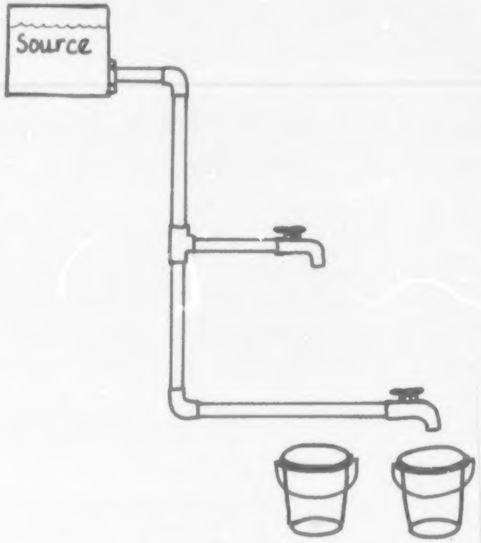
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T reviews the previous activity and the equipment used. The review should include the lesson on Water Systems, especially the unit on Assembling the Water System.	1. Ss listen and respond appropriately.	1. What's this called? This is a ___tee.___ *equipment* This is a ___tee___ *equipment* Give him the ___tee.___ her *equipment* Do you understand? Where's the ___tee?___ *equipment* Put ___ ___tees___ # *equipment* in the bucket.	1. a tee. t. Yes/No Next to the faucet. *equipment*	EQUIPMENT faucet bucket elbow tee pipe tape measure hacksaw c-clamp
2. Review siphons. Using a previously constructed water system, the T demonstrates its use and construction. Point out the PVC pipe connectors and faucet. When Ss tell T to turn on the system, T turns it on, but doesn't watch the water. The receiving bucket is smaller than the upper reservoir. T doesn't react until Ss say "Turn it off." Ss will begin telling one another.	2. Ss give the T directions throughout the exercise. T should not neglect to tell Ss to "turn it off" when the faucet is already in the off position.	2. Watch this. Turn it on. off. Now you tell me what to do.	2. Turn it on. off. Go faster. slower.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
3. Ss are given the problem of constructing a similar system, but of different dimensions. T specifies where the reservoir and faucet should be placed. Ss must draw a plan with dimensions that will meet the given conditions. Ss draw their initial plan on blank paper showing the dimensions and then transfer the drawing to grid paper. 	3. Ss begin to design their water system. They must measure the pipe lengths required and determine the parts (elbows, adapters, faucets) needed.	3. Look at this. Can you draw one? Do you understand? Use this paper.	3. Yes. No. Yes. No. Please translate.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. If Ss have had limited experience using steel tapes, the T should demonstrate how to use them. Ss should practice by measuring pre-cut pieces of PVC pipe. T then demonstrates how to measure and indicate dimensions on the drawing of the Ss water system.	4. Ss observe and follow directions.	4. What's this? Measure this. these. How long is it? are they? Measure from here to here. How long is it?	4. A tape measure. ______ inches. # ______ inches between # ______ and ______ inches. # #	
5. T demonstrates the use of the hack saw showing how to clamp and how to cut safely.	5. Ss observe.	5. Watch me. Clamp the pipe to the bench. Cut it here. Be careful. It's sharp. That's wrong. Like this.	5. Please repeat.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
6. T instructs Ss who have finished project to fill the tins with water.	6. Ss cut pipe needed and assemble the system.	6. Now you do it. Measure it. Draw a picture.		EQUIPMENT
			6. Like this?	hack saw pipe c-clamp tape measure
	Ss fill tins with water.	How long is it?		
			______ inches. \#	
		Make it. Cut. What do you need?		
			I need a pipe / *equipment.*	
		Now clamp the can to the bench. Finished?		
			{ Yes. { Not yet.	
		If yes, fill the tins with water.		

V. PROCEDURE – ACTIVITY 1: PLUMBING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. For those groups of students who have completed and tested their systems, the T can propose more complicated arrangements. One way is to place a second bucket on the floor near the first faucet as shown in the drawing. This should be done in such a way that all the pipes are in the same plane, i.e., the drawing of the arrangement will be two dimensional. Ss should ask for any additional materials they need.	7. Ss adapt the system to the two bucket arrangement.	7. Make the water go here and here.		EQUIPMENT
		Don't move the buckets.		buckets faucets tape measure c-clamp hack saw pipes
		How many faucets do you need?	7. Two.	
		What else do you need?	I need ________ # bucket(s) *equipment*	
		Connect one more faucet.	O.K.	
		Draw the picture. How long is the pipe?	________ inches. #	
		What do you need?	I need pipes. *equipment.*	
		Are they the same?	Same. Different. Not the same.	
		Which one is faster?	This one. That	

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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
8. T can review items by having Ss disassemble in a stepwise fashion and put parts in appropriate places.	8. Ss follow directions.	8. Put these here. there. Go get the faucets. Disconnect these pipes. Bring those here. Don't put those there.	8. All right. O.K.	

Pre-employment Activity

Galang – Lesson 4

SURVEY AND GRAPHING PHYSICAL CHARACTERISTICS

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training
2. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts.
    - b. . . . verifying counts.
3. Competency 4: The student can measure using tools:
    - c. . . . Using standard tools determine whether duplicated items are equal.
    - d. . . . Measuring the length, volume or weight measurement of something using a standard tool.
4. Competency 5: The student can organize, classify and sort discriminating between:
    - a. . . . color code, shape, material, size
5. Competency 8: The student can utilize plans and patterns:
    - a. . . . as input/source of information to perform a task
    - c. . . . as output/product

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions.
    - b. Follow one-step directions
        1. to start a task
        2. to take something apart
        3. to put something away

2. Competency 3: The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - b. Ask for assistance or advice from a supervisor or co-worker.
4. Competency 5: The student can ask for clarification.
    - a. Indicate lack of understanding.
    - c. Ask for repetition of demonstration.
5. Competency 6: The student can ask how to say something in English.
    - a. Ask names of workplace objects and procedures.
6. Competency 7: The student can ask and respond to questions about items in the workplace.
    - a. Ask or tell the location of an object or place.
    - b. Ask or tell who has an object.
    - c. Make and respond to a request for an object.
7. Competency 9: The student can use numbers.
    - c. Provide a count.
    - e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. Color, shape and/or size are the usual criteria by which something is sorted, especially man-made objects. Natural materials are more difficult since they often do not come in uniform sizes and shapes. For instance, eggs and fruits are graded according to size, but the categories are conventional, that is, it has been decided that a certain size would be small, another size, medium and a third, large.

2. People come in all sorts of shapes and sizes, but, in America, clothing is made in standard sizes. Students will understand how these sizes are established by measuring a group of people and observing how their measurements can be fitted into categories, a method of sorting based on convention.

B. Teaching Points

1. The activity in this lesson gives students further practice in measurement, particularly with fractional units. They will learn how to record information in a systematic manner and how to use and read graphs.

2. Students will need an introduction to the term "foot", i.e., one foot = 12 inches. The teacher reviews ½ inch versus 1 inch and may have the student mark the measurement of ½" and 1" on a string which can be used as a measuring tool. Alternatively, the student can measure the string as needed.

   The graphing exercise may be left until a second day.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Pencils
2. 10 Rulers
3. 20 Grid Papers
4. 5 Tape Measures
5. 1 Roll of String
6. 1 Floor Scale
7. 2 Scissors
8. 1 Large Grid Sheet for Teacher
9. Grid Paper (½" or ¼")

IV. PROCEDURE – ACTIVITY 1: SURVEY AND GRAPH PHYSICAL CHARACTERISTICS

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
1. T can introduce this lesson by asking Ss whether they are wearing hand-made or manufactured clothing. If manufactured, what sizes are they wearing? What sizes do shirts come in? What sizes do hats or pants come in? Do all medium size shirts fit all people comfortably? Or, do medium size shirts fit people with slightly different measurements? The discussion can then focus on how manufacturers decide upon what is small, medium and large as those terms are applied to clothing. Which clothing items are sized by S, M, L and which by number? To get some idea of how this is done, Ss will measure each other and record this information on a graph. Using the graph, they will decide how to make standard sizes.	1. Ss discuss the various sizes and colors of what they are wearing.	1. What size is your are his shirt? *clothing* Is it small? *size* What color is your are his her blouse? *clothing*	1. Small. *size* Yes. No, it's large. *size* Blue. *color*	CLOTHING shirt pants trousers skirt blouse dress socks shoes SIZE petite small medium large COLORS red green yellow blue black

IV. PROCEDURE – ACTIVITY 1: SURVEY AND GRAPH PHYSICAL CHARACTERISTICS

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
2. T should spend sufficient time on the newly introduced VESL before major data collection begins. Special care will have to be taken regarding how the information is gathered. One approach is to designate stations in the classroom where measurements are to be taken. One group at a time rotates through these stations until all measurements are made. Then the next group is measured.	2. Ss review body parts and practice how to take various measurements in front of the class.	2. Touch your head. *body part*		BODY PARTS
		What is this?	2. Head. *body part*	head neck shoulder(s) chest arm hand(s) fist waist hip(s) leg(s) foot/feet
		Now we'll measure each other. First I'd like you to measure shoulders. *body part*		
		Understand?	Yes. No. Show me.	
		Like this. What do you measure?	Shoulders. *body part*	
		From where to where?	Here to here.	
		How many inches?	25 inches. # 25 and ½ inches. # *fraction*	FRACTIONS ½ inch ¼ inch ¾ inch
		What does your group measure?	arms and legs. *body part* *body part*	
		Where does your group go now?	station 4. #	

IV. PROCEDURE – ACTIVITY 1: SURVEY AND GRAPH PHYSICAL CHARACTERISTICS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T demonstrates the rotation process and checks Ss understanding before they begin the activity. Ss are given a list of the members who are participating from their own and other classes. They are to collect the following kinds of information: o Age, height o Circumference of the head o Width of the shoulders o Circumference of a closed hand o Length of each hand o Length of legs o Length of feet o Waist size	3. Ss work in pairs to collect data. Ss must first ask for the name and age of the person being measured. Then, two measurements are taken and recorded as data.	3. What is your name?	3. ______ *name*	
		What is your age? How old are you?	______ #	
		I will measure your ______ *body part*		
		It's ______ inches long. wide. around.		
		Where do you go now?	Station ______. There. #	
		Are you finished? they	Yes. No. Not yet.	
		Do you need more time?	Yes. No.	

IV. PROCEDURE – ACTIVITY 1: SURVEY AND GRAPH PHYSICAL CHARACTERISTICS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. Having collected the data, Ss are to graph this information, using grid paper. Use ½" square grid paper. Data which includes ¼" or ¾" measurements should be rounded off or graphed on the horizontal axis. T should demonstrate clearly how this is done. Depending upon the garment, such as a hat, students may decide to have only 2 or 3 sizes. In other cases they may decide on a range of sizes, i.e., trousers 28" to 36".	4. After T and Ss discuss the graphing process, Ss record data on graph paper and present the results in front of the class. The class decides what sizes should be standard for that particular part of the body.	4. What is the smallest head measurement? *body part*	4. 19 inches. #	
		Take the graph paper. Draw a line like this. This line equals zero. Mark one square for each inch. Like this. Then write here like this. Do you understand?	Yes. No.	
		What is the largest measurement?	24 inches. #	
		Where do you start?	Here.. Zero.	
		Good. Now count. Who has the longest shortest leg?	Hue. *name*	
		Who has the smallest biggest head?	Truc. *name*	

Pre-employment Activity

Galang – Lesson 5

SORTING BY ATTRIBUTES

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as a part of a team.
   - b. . . . working alone.
2. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts.
3. Competency 5: The student can organize, classify, and sort discriminating between:
   - a. . . . color code, shape, material, size.
4. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.
   - c. . . . as output/product.
5. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions
     1. to start a task.
     2. to take something apart.
     3. to put something away.
   - c. Follow multiple-step directions to perform a task.
2. Competency 2: The student can follow redirected instructions.
   - b. Follow instructions,delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
   - c. Provide specific assessment of a product.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - b. Ask for assistance or advice from a supervisor or co-worker.
5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - c. Ask for repetition of demonstration.
6. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
7. Competency 7: The student can ask and respond to questions about items in the workplace.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.
8. Competency 9: The student can use numbers.
   - c. Provide a count.

II. LESSON CLARIFICATION

A. Rationale

1. One type of operation which is part of many factory situations and is found in many entry level jobs is that of sorting.

2. Sorting can be done in a simple way by color or shape, or by using a complex system based on function. There is no universal method of sorting used by all businesses, but every system is logical. When the worker has some understanding of this logic, s/he will be better able to perform a task of this kind.

B. Teaching Points

1. In teaching sorting or classifying, one can have students practice with a variety of objects. This will develop some skill, but not necessarily help them generalize to all kinds of sorting situations.
2. By using the game of attribute cards, students are led through the logic of sorting. In this activity students will make their own cards and learn how to play games using them. In the process of playing the game, items will be sorted in different ways. Students will also invent rules for their own games.

III. CULTURAL ORIENTATION

A. Related and reinforced in "Sorting and Packaging" and "Mailroom Simulation"

B. Attribute cards are also used in "Piecework" and "Quality Control" lessons.

IV. MATERIALS

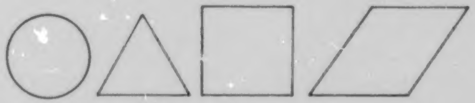
A. Required Materials, Equipment and Supplies

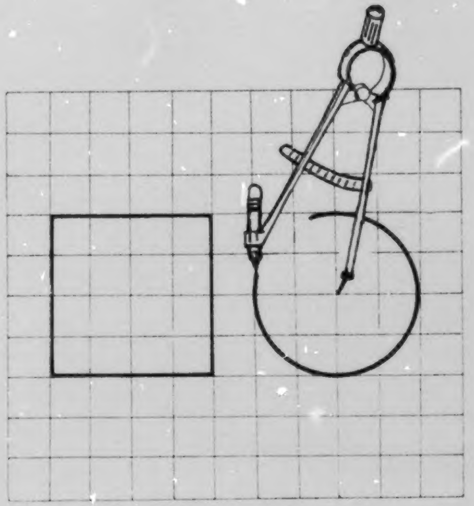
1. 1 Attribute cards (complete set)
2. 1 Roll of string
3. 20 Sheets of graph paper, ¼" grid
4. Pencils
5. 5 Compasses with pencils
6. 10 Scissors
7. 20 Paper Clips
8. 20 Sheets each/heavy construction paper, colored Red, Green, Blue, Yellow
9. 5 Envelopes
10. 10 Rulers
11. 10 Carbons

B. Suggested Materials

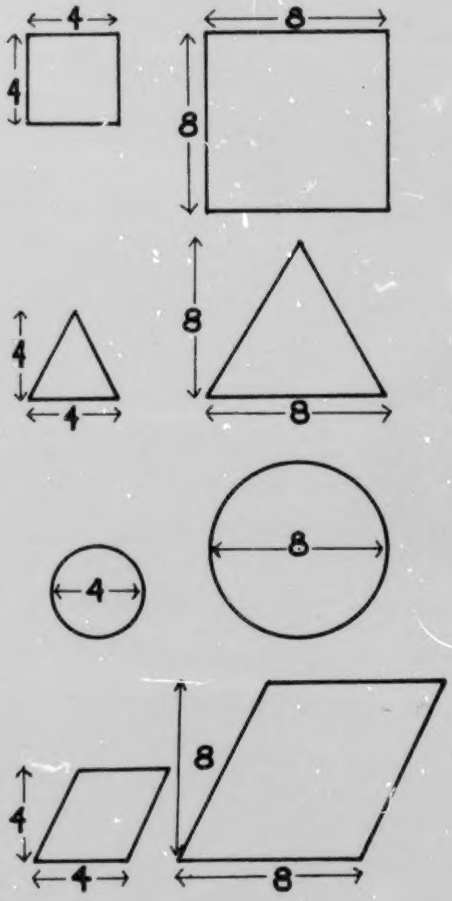
1. 1 large grid sheet poster for teacher.

V. PROCEDURE – ACTIVITY 1: SORTING BY ATTRIBUTES

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
1. T shows Ss a set of attribute cards introducing names and shapes. 	1. Ss respond appropriately.	1. This is a $\underset{\text{shape}}{\underline{\text{circle}}}$. What is this called? Give $\begin{matrix}\text{him}\\\text{her}\end{matrix}$ a $\underset{\text{shape}}{\underline{\text{circle}}}$. Take a $\underset{\text{shape}}{\underline{\text{circle}}}$.	1. $\underset{\text{shape}}{\underline{\text{Circle}}}$.	SHAPES circle diamond triangle square COLORS red yellow blue green
2. T shows Ss how the cards will be used and asks Ss how they should be sorted: by color, size or shape? T may use various drills and guessing games to reinforce the VESL. After Ss sort cards in several different ways, T asks individual Ss to sort from a pile those cards that are a certain color, shape or size.	2. Ss sort in various ways following instructions.	2. This is $\begin{matrix}\text{big.}\\\text{small.}\end{matrix}$ Is this $\begin{matrix}\text{big?}\\\text{small?}\end{matrix}$ What color is this? What shape is this? Put the same $\begin{matrix}\text{color}\\\text{shape}\\\text{size}\end{matrix}$ here.	2. $\left\{\begin{matrix}\text{Yes.}\\\text{No.}\end{matrix}\right.$ $\underset{\text{color}}{\underline{\text{Red.}}}$ $\underset{\text{shape}}{\underline{\text{Circle.}}}$	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T shows how to make a set of the attribute cards. T explains the use of graph paper demonstrating how the grid can be used to make a square, a triangle and a diamond (rhombus). The circle is drawn with a compass with the diameter the same number of squares as the base of the square. T instructs Ss on the use of a compass. For each figure the base should be the same number of grid units as the side of the square. 	3. Ss make the various shapes on the grid sheet. Ss use the compass to make the circle.	3. Watch me count.	3. 1, 2, 3, 4	
		Stop. Draw a line. O.K.?	Yes. No.	
		This is a compass. What is it?	A compass.	
		Count.	1, 2, . . .	
		Stop. Draw a circle. Watch me. Can you do it?	Yes. No.	

V. PROCEDURE – ACTIVITY 1: SORTING BY ATTRIBUTES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. A second set of figures is drawn using the same technique, but the base of the triangle, the side of the square, etc. is twice the size of those previously drawn.  4 4 8 8 4 4 8 8 4 8 4 4 8 8	4. Ss do same task but double the size of the figures drawn.	4. How long here? How many squares?	4. Six squares. \#	
		Draw a big square. *shape*		
		That's not right.	What's the matter?	
		Like this?	O.K.	
		Make a triangle. Are you finished?	Yes. Almost. Not yet.	

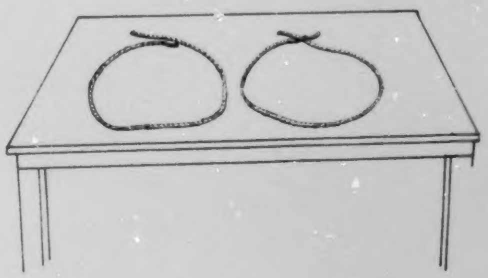
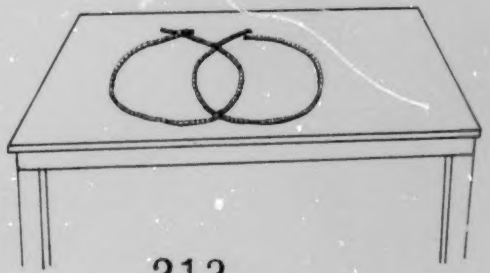
V. PROCEDURE – ACTIVITY 1: SORTING BY ATTRIBUTES

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
5. After the figures have been drawn on the graph paper they can be cut from construction paper. T places a carbon sheet under the graph paper and retraces each of the figures making sure enough pressure is placed on the carbon to obtain a good copy.	5. Ss cut figures and trace with carbon sheet as demonstrated by the T.	5. This is a paper clip. carbon paper. What is this? Put the carbon paper here. Put the paper clip here. Put this paper on top. Where do I put it? Now trace like this.	5. Carbon paper. Paper clip.	
6. T demonstrates cutting and ways to use each figure as a pattern for making duplicate pieces. T instructs Ss to place the pattern over a set of four different colored papers and secure the pattern and four papers together with a paper clip or two. Size four figures at a time.	6. Ss cut the same shape and size 4 pieces at a time. Ss should work in pairs so that a set of cards can be completed in one lesson.	6. Cut it out. Yes, that's right. Put the paper clips here. Make 4 $\underset{\textit{size}}{\underline{\text{big}}}$ $\underset{\textit{shape}}{\underline{\text{circles.}}}$	6. Like this? Is this O.K.?	

V. PROCEDURE – ACTI[illegible] 1: S[illegible]TING BY ATTRIBUTES

TE[illegible]ER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. Sorting games: Having made a set of the cards, Ss can learn how to use them. T can start out with simple sorting and lead to more complex games of sorting through a series of steps. Draw a circle on the table with chalk. T asks Ss to place all the cards of the same color in that circle.	7. Ss sort by color.	7. Put the blue ones here. *color* *size* *shape* Put all the blue ones here. Put 4 of the blue # ones here. Put 4 of the blue # ones here.	7. Please repeat.	
8. T sets up another game. Place three or four pieces of the same atribute card in the circle. The object of the game is to guess the common attribute before many of the cards are displayed.	8. Ss guess what the common attribute will be if the sorting continues.	8. What are they? Do you understand? You try it.	8. circles *color* *size* *shape* Yes. No. I'm not sure.	

V. PROCEDURE – ACTIVITY 1: SORTING BY ATTRIBUTES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
9. T sets up a game as shown with 2 sets of strings.  In one circle several pieces of the same attribute are placed. In the other circle several pieces of a different attribute are placed. Can Ss guess the common attribute in each circle before any cards are added?	9. Ss are to guess what attribute goes in each circle.	9. Sort by size. shape color These are sorted by color. size shape	9. Size. Shape Color	
10. On a table the T draws two overlapping circles with chalk or overlaps the string loops. 	10. Ss continue to participate in the games using appropriate language.	10. Sort by shape size color Yes, that's right. These are sorted by color. size shape	10. Is this O.K? By color. size shape	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
11. Ss follow the same procedure as previously described. The object is to guess the attribute which should be placed at the intersection of the two circles. Using their own sets of cards, Ss play similar games with each other. T can elaborate more on the language with advanced students.	11. Ss continue to participate in the games using appropriate language.	11. Where should the $\underset{\textit{size}}{\underline{\text{big}}}$ $\underset{\textit{color}}{\underline{\text{red}}}$ $\underset{\textit{shape}}{\underline{\text{circles}}}$ go? Should the $\underset{\textit{size}}{\underline{\text{small}}}$ $\underset{\textit{color}}{\underline{\text{blue}}}$ $\underset{\textit{shape}}{\underline{\text{squares}}}$ go here?	11. { Here. There. { Yes. No.	

Pre-employment Activity

Galang – Lesson 6

MAKING A TEST LIGHT

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    a. . . . starting and/or determining task assignments, completng a task to specification, completing a task within a given-time frame, performing as part of a team.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task. with minimal or no additional training
3. Competency 5: The student can organize, classify, and sort discriminating between:
    a. . . . color code, shape, material, size.
    c. . . . function.
4. Competency 8: The student can utilize plans and patterns:
    a. . . . as input/source of information to perform a task.
    b. . . . as input/source of information to evaluate a task.
5. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.
6. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
    a. Acknowledge that one is about to receive directions.
    b. Follow one-step directions
        1. to start a task.
        2. to take something apart.
        3. to put something away.
    c. Follow multiple-step directions to perform a task.
    d. Follow directions in use of hand or power tool.
    e. Respond to simple cautions and negative commands.
    f. Follow directions to complete a form.
2. Competency 3: The student can provide feedback on performance of task.
    a. Provide feedback on progress.
    c. Provide specific assessment of a product.
    e. Report time worked.
3. Competency 4: The student can ask feedback, assistance, advice and emergency help.
    b. Ask for assistance or advice from a supervisor or co-worker.
4. Competency 5: The student can ask for clarification.
    a. Indicate lack of understanding.
    b. Ask for clarification.
    c. Ask for repetition of demonstration.
5. Competency 6: The student can ask how to say something in English.
    a. Ask names of workplace objects and procedures.
    b. Ask for meaning of English words.

6. Competency 7: The student can ask and respond to questions about items in the workplace.
    b. Ask or tell who has an object.
    c. Make and respond to a request for an object.

7. Competency 9: Use numbers.
    c. Provide a count.
    d. Verify a count.
    e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. During and after the making of objects in a factory, there is always some type of testing or inspection. Sometimes this is a very simple procedure. Example: Does the door on a new car open and close easily? At other times, it involves very complicated equipment such as when checking out a color television set. At home there are occasions when some appliance breaks down and one cannot immediately ascertain what is wrong. Often some simple testing can determine whether it can be fixed or not. Becoming familiar with different kinds of test equipment can be useful in home repairs as well as at work.

B. Teaching Points

1. Students in this lesson learn how to make a simple test apparatus to determine whether there is a break in a circuit. In the process of constructing it they will learn how to work with tools such as a saw and a hammer. They will become acquainted with the proper techniques for using a soldering iron.

    They will also learn which materials conduct or do not conduct electricity.

III. CULTURAL ORIENTATION

A. Related to "Quality Control"

B. Proper use of soldering iron is reinforced in "Safety" and "Maintenance of Equipment" lessons

C. Diagram from this activity is also used for "Diagrams" lesson

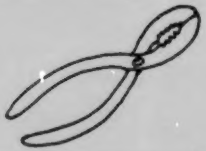
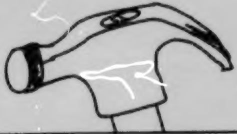
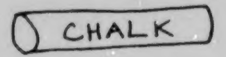
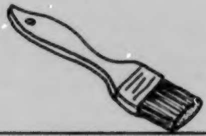
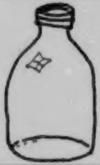
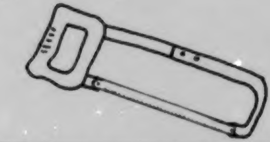
IV. MATERIALS

A. Required Materials, Equipment and Supplies

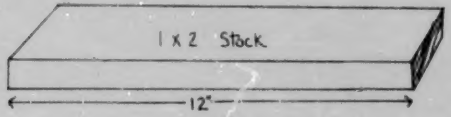
1.		wood stock 1" x 2"
2.	30-40	large nails
3.	200-300	small nails
4.	5	C-clamps
5.	5	hand saws
6.	5	hammers
7.	5	pliers
8.	5	scissors
		steel wool
9.	3	extension cords
10.	25	batteries (D-cell)
11.	12	ft. wire
12.	12	ft. bare copper wire
13.	12	Christmas lights
14.		rubber bands
15.	5	soldering irons
16.	5	asbestos working boards with stones
17.		flux
18.	5	metal files
19.		assorted tools and objects from the previous lessons for testing to see if they are electrical conductors
20.	5	tape measures
21.	3	squares
22.	5	rasps

Worksheet: Conductors and Non-conductors

Worksheet
Conductors and Non-Conductors

OBJECT	LIGHT?
	
	
	
	
	
	

VI. PROCEDURE -- ACTIVITY 1: MAKING A TEST LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T reviews vocabulary for previously used equipment.	1. Ss respond appropriately and observe T.	1. What is this? that?	1. A nail. equipment	REVIEW VOCABULARY equipment hand saw nail battery light wire tape measure
T shows a completed test light and demonstrates how it can be used to test a piece of metal. Then, with the help of the diagram below, T goes through each step of the process by which the apparatus is constructed.		Who has a wire? equipment	He does. She Name	
		This is a test light. Watch me.	I can't see.	
		Move up here. Can you see now?	Yes. No.	
		Does it light up?	Yes.	
		What is this called?	A test light.	
		Today we're going to make a test light. Watch.		
a. First, a piece of wood is cut from the wood stock.  		a. How long is this?	a. 16 inches. #	
		Cut the wood 12 inches long #		
		How many small nails?	16 small	
		How many big nails?	2 big nails.	

*Diagrams are on a chart which is displayed to class while teacher elicits information.

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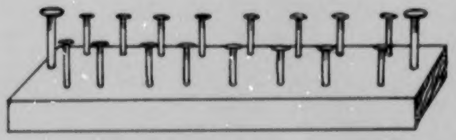
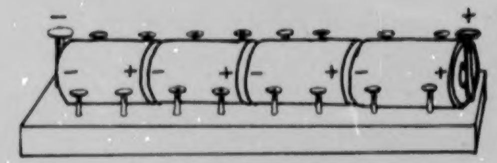
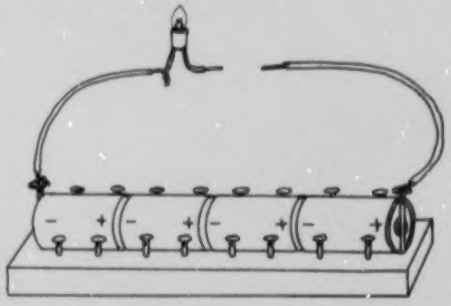
VI. PROCEDURE – ACTIVITY 1: MAKING A TEST LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		How many nails do you need?	I need 16 small nails and 2 big nails.	
b. As shown in the drawing, nails are to be hammered at designated locations, and in such a way that D-cell batteries will stay in place. The D-cells are used to properly space the nails. T reminds Ss that this should be done very carefully. As the nails are hammered into the wood, the battery should be placed between them to see if it fits in a way so that each end firmly contacts the nail. 	b. Ss assemble the wood and nail a portion of the test light, checking to see if their 4 batteries fit. Ss are required to ask for the materials they need before beginning the task of cutting the wood and hammering the nails.	b. Hammer the nails like this. Measure with the battery. See? Be very careful. Now you do it.	b. I need a hand saw. *equipment* May I have a wire? *equipment*	
2. T instructs Ss to place D-cells between the nails and check for tightness of batteries.  D-cell Batteries Having assembled the above and tested to see if the batteries held tightly, the Ss can next solder wires to the two end terminals. On one nail they will solder a Christmas tree light; on the other they will solder a 12-inch wire.	2. Ss follow all instructions using clarification language as appropriate.	2. Can you do it? No, that's no good. Too loose. Make it tight. That's better. Finished?	2. Sure. I'm not sure. I'll try. Like this? Yes. No, I need more time.	

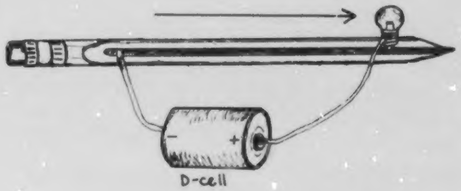
VI. PROCEDURE -- ACTIVITY 1: MAKING A TEST LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T instructs the Ss to cut the wire and Christmas lights necessary for the test light. Ss strip the wire and twist the ends. Two extra 5" wires should be cut per group for practice soldering.	3. Ss cut and strip the ends of the 5" wire and strip the wires of the Christmas light.	3. Cut the wire. Make two more wires. Five inches each. Strip the wire. Now twist. Yes.	3. Is it finished?	

VI. PROCEDURE – ACTIVITY 2: CONDUCTORS AND NON-CONDUCTORS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T demonstrates that the test light will glow when certain kinds of objects are placed between the two wires. T introduces the concept of conductors and non-conductors. 	1. Ss observe and respond appropriately.	1. Watch this. Does it light up? This is a conductor. an insulator.	1. Yes. No.	
2. T introduces the worksheet and shows how to test one or two objects.	2. Ss complete worksheet.	2. Is this a conductor or an insulator? Check it. Make it light up. Which is it?	2. Conductor. Insulator. Conductor. Insulator.	

VI. PROCEDURE – ACTIVITY 2: CONDUCTORS AND NON-CONDUCTORS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. After Ss complete testing, T goes over results. Many items may have parts that act as insulators, others that act as conductors.	3. Ss observe and respond appropriately.	3. Which part is an insulator? a conductor?	3. This part. That one.	
4. If there is time, T can demonstrate how electricity is conducted at varying rates along a piece of graphite. A pencil is shaved so that a certain portion of graphite is exposed. Using a 3.8 volt bulb to which wires have been soldered, T can show that the filament glows less and less as the bulb is moved along the graphite.  	4. Ss observe and respond appropriately.	4. Make it light up. Make it dimmer. Make it go out. That's right.	4. Like this?	

VI. PROCEDURE – ACTIVITY 2: CONDUCTORS AND NON-CONDUCTORS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T demonstrates the use of the soldering iron and how to care for it, clean it and tin it. T tins the wire. Ss tin their irons and their wires following the demonstration. T demonstrates how to wrap the copper wire around the end nails of their test light, attach the Christmas light and wire, and solder the wire to the nails. (Ss may practice by attaching the small 5" stripped wire to a nail and soldering.)	5. After the T's demonstration, the Ss complete the soldering iron exercise and test their test light.	5. A. Clean the soldering iron with the metal file. B. Clean it with steel wool. C. Plug it in. — If tinning the iron; Is it hot? Dip it in the flux. Tin the soldering iron. — If tinning the wire: Put the solder on the soldering iron. Put the wire in the flux. Tin the wire. — If soldering the wire to the nail: 1. Clean the nail with the steel wool. 2. Wrap the wire around the nail. 3. Put some flux here. 4. Touch the wire and nail here with the soldering iron until they are hot.	5. { Yes. No.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		5. Put the solder between the nail and soldering iron.		
			Where?	
		Here, like this.		
		6. Take away the solder and the soldering iron.		
		How many rubber bands do you need?	______ #	
		Now you do it. Is the iron hot?	Yes. No.	
		Did you clean the nail?	Yes. No.	
		Are you finished?	Yes. Not yet.	
		Unplug the soldering irons and clean them.		
		Clean up.		
6. Teacher reviews steps in the making of a test light.	Ss complete their test light by fastening batteries in place with rubber bands. Ss respond appropriately.	6. What do you do first? next? after?		

Pre-employment Activity

Galang – Lesson 7

MAKING A LAMP BASE

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - a. . . . starting and/or determining task assignments, completing a task to specification; completing a task within a given-time frame, performing as part of a team.
    - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts.
3. Competency 4: The student can measure using tools:
    - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
4. Competency 6: The student can follow a sequence.
5. Competency 8: The student can utilize plans and patterns:
    - a. . . . as input/source of information to perform a task.
6. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions.
    - b. Follow one-step directions
        1. to start a task.
        2. to take something apart.
        3. to put something away.
    - c. Follow multiple-step directions to perform a task.
    - d. Follow directions in use of hand or power tool.
    - e. Respond to simple cautions and negative commands.
    - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
    - a. Responds to a negative command.
    - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
    - b. Provide feedback about quality of work.
    - c. Provide specific assessment of a product.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - b. Ask for assistance or advice from a supervisor or co-worker.
5. Competency 5: The student can ask for clarification.
    - a. Indicate lack of understanding.
    - c. Ask for repetition of demonstration.

6. Competency 6: The student can ask how to say something in English.
   - A. Ask names of workplace objects and procedures.
7. Competency 7: The student can ask and respond to questions about items in the workplace.
   - C. Make and respond to a request for an object.
8. Competency 9: The student can use numbers.
   - E. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. There are several practical reasons for learning how to use basic tools.

   There is always need in a home or an apartment for some kind of simple repair — simple construction projects, such as a stool or shelf for the kitchen, save money; and in many factory jobs tools are used for various kinds of assembly work. Many people who have never used hand tools or power tools are afraid to work with them. Students will overcome the fear and gain confidence in simple projects using such tools under proper supervision.

B. Teaching Points

1. In this lesson students will learn how to use a hand saw, power drill, and saber saw. They will continue practicing with a tape measure and learn how to use a diagram as well as a compass. Proper safety procedures as well as care of tools will be emphasized.

C. Teacher Note

1. When a diagram is used, it is displayed on a large chart without instructions. Before students do the activity, the teacher uses the diagram to elicit the directions from the students. Teacher points to the diagram and asks: "What's next?", "What do you do now?"
2. Each teacher should decide how much detail to cover in this preliminary activity and, after explaining all steps in the activity, must decide whether or not the class can perform the task. If not, they must be guided through the instructions block by block.

III. CULTURAL ORIENTATION

A. Proper use of power drill, saber saw, handsaw, etc. reinforced in "Safety" and "Maintenance of Equipment" lessons.

B. Diagram for this is the same as that used in the "Diagrams" lesson in C.O.

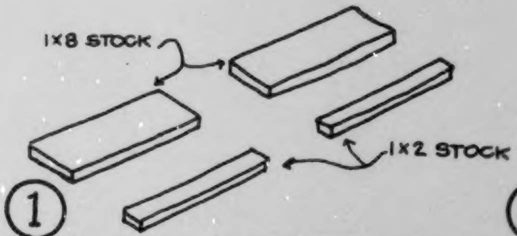
C. Finished lamp base is used in the lamp assembly in "Large Factory Simulation"

IV. MATERIALS

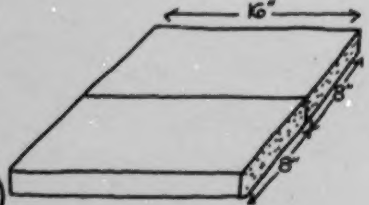
A. Required Materials, Equipment and Supplies

1. Completed electric table lamp
2. Wood Stock 1" x 8", 1" x 2"
3. 2 Hand saws
4. 10 C-clamps
5. 2 Saber saws
6. 3 Drills and drill bit sets
7. 4 Screwdrivers
8. 35 Screws 1-¾" long
9. 4 Compasses
10. Pencils
11. Tape measures
12. 2 Extension cords
13. 3 Combination squares
14. 1 broom
15. Safety goggles

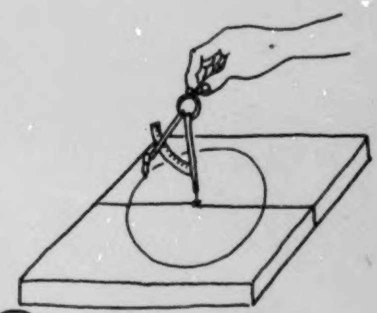
Teacher's Instructions
Making a Lamp Base



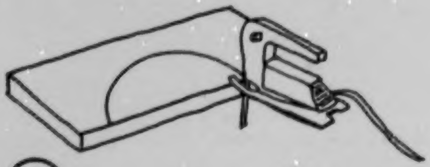
① CUT TWO 16" PIECES FROM THE 1X8 STOCK
CUT TWO 16" PIECES FROM THE 1X2 STOCK



② PUT THE TWO PIECES TOGETHER



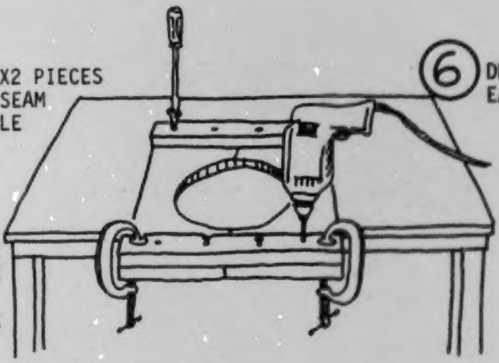
③ DRAW A CIRCLE WITH THE COMPASS



④ CUT OUT THE SIMI-CIRCLES
WITH THE SABER SAW

⑤ CLAMP THE 1X2 PIECES
ACROSS THE SEAM
OF THE CIRCLE

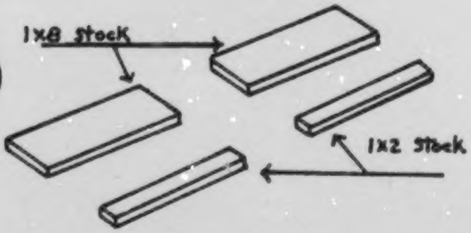
⑥ DRILL FOUR HOLES IN
EACH SMALL PIECE



⑦ SECURE BASE
WITH SCREWS
USING A
SCREWDRIVER

Student Diagram
Making a Lamp Base

①



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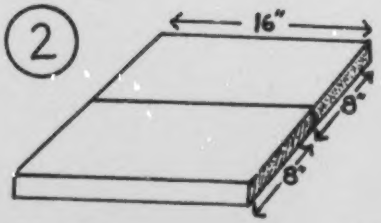

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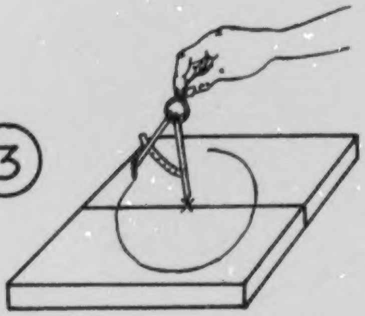

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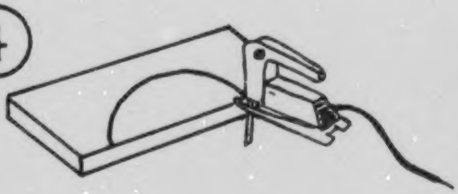

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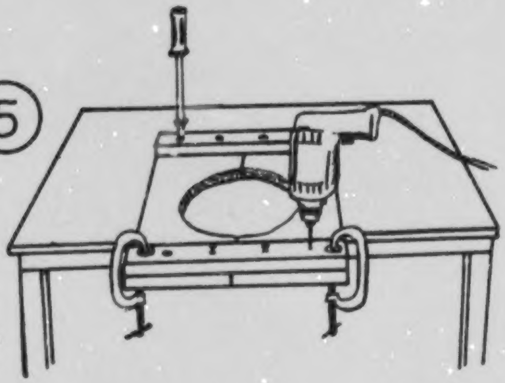
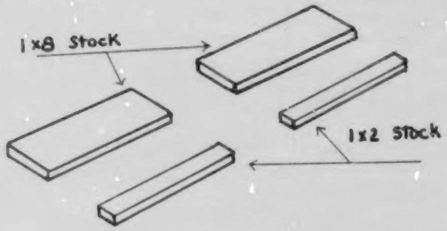


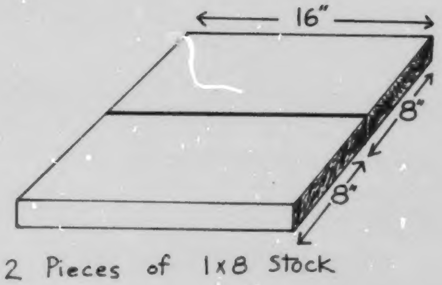
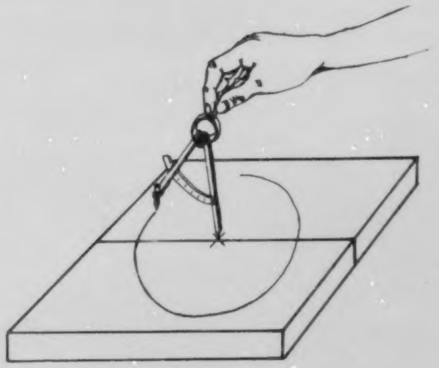
VI. PROCEDURE – ACTIVITY 1: MAKING A LAMP BASE

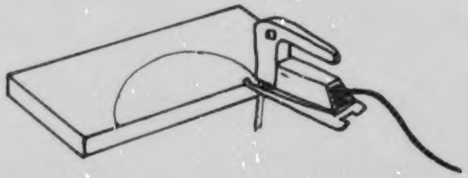
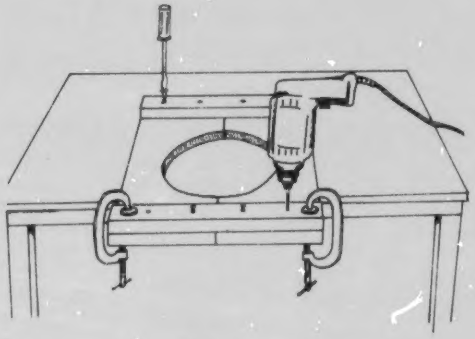
TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
1. T shows the class a completed electric table lamp, and tells Ss that they will make a similar kind of lamp. T identifies parts and sequence of construction: the base, the supporting structure, the wire frame for the shade, the lamp shade and the bulb holder. In this lesson, they will start by making the base.	1. Ss observe and respond appropriately.	1. This is a lamp. Today we will make another lamp. This is the base. *lamp part* What is it? this? Is this a frame? *lamp part*	1. A base . *lamp part* Yes. No, it's a base. *lamp part*	PARTS OF A LAMP base support frame lamp shade bulb holder
2. T goes over the tools to be used.	2. Ss respond to T drills.	2. These are our tools for today. This one is a square. *tool* What is this? Take the drill. *tool* Give it to him. her Who's got the hand saw? *tool*	2. A square. *tool*	TOOLS square saber saw extension cord hand saw drill ruler c-clamp pencil screw screwdriver

VI. PROCEDURE – ACTIVITY 1: MAKING A LAMP BASE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T shows how the parts of the base will be cut and how it will be assembled. T elicits from Ss the steps in constructing the base, referring to the chart which illustrates the sequence of operations. **For Teacher Use Only** a. Using a hand saw, cut two pieces of wood 16" long from 1" x 8" stock. b. In a similar fashion, cut two pieces of wood 16" long from 1" x 2" stock. 	3. Ss verbally list the steps in constructing a lamp base when requested.	3. Watch me.		
		a. Cut two large pieces of wood.	3. Cut	
		How long are they?	16 inches. ≠	
		b. Next, cut two small pieces.		
		How long?	16 inches. ≠	
		That's right.		

VI. PROCEDURE – ACTIVITY 1: MAKING A LAMP BASE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
c. On a flat surface put the two pieces of 1" x 8" wood together along the 16" length.  		c. Put the two big pieces together like this. Find the center.	Put big together.	
d. Using a compass, draw a 5" radius circle on the wood. 		d. Then draw a circle with the compass. Remember?	Yes. No. Draw a circle.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
e. Cut out the two semi-circles with the saber saw. 		e. Cut out the circle with the saber saw. What do I do?	Cut it out.	
f. Clamp the 16" pieces of 1" x 2" wood across the square with the circle cut out of it.		f. Clamp the small pieces of wood.	Clamp small wood.	
g. Drill four holes in each end piece and secure with wood screws. 		g. Drill 4 holes in each piece like this. What do I do? h. Then put the screws in with the screwdriver.	Drill. Screw in .	

VI. PROCEDURE – ACTIVITY 1: MAKING A LAMP BASE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. T again demonstrates how to cut with the hand saw.	4. Ss cut the 4 pieces of wood required for lamp base after demonstration.	4. Now it's your turn. Don't do it like that. Do it like this. O.K?	4. { Yes. I understand.	
5. After Ss have cut the wood pieces, the T demonstrates the use of the compass and saber saw again.	5. Ss should practice cutting round shapes from wood scraps with the saber saws before cutting their 5" radius half-circles. Ss assemble their pieces and clamp the wood in preparation for drilling.	5. Watch me. Can you do it? { Don't forget your safety goggles. Cut this. Stop! Don't push. Go easy. Be careful. Watch out. Measure 5 inches. How long is it? Draw a circle.	5. { Yes. I think so. 5 inches.	

VI. PROCEDURE – ACTIVITY 1: MAKING A LAMP BASE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
6. T demonstrates the use of the power drill and how to put in screws.	6. Ss are first called on to practice in front of entire class. Ss give each other directions. Ss assess each group's finished product.	6. Drill a hole here. Watch me. Is it O.K.? Now you try. It's not straight. Stop! It's too deep.	6. Yes. No.	
7. T reviews with Ss the steps in making a lamp base.	7. Ss work from diagram without the steps written in.	7. Let's review. What do you do first? second? then?		

Pre-employment Activity

Galang – Lesson 8

LAMP BASE FINISHING

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
    b. . . . working alone.
2. Competency 3: The student can use counting skills to complete a task.
    a. . . . making counts.
3. Competency 4: The student can measure using tools:
    d. . . . measuring the length, volume or weight measurement of something using a standard tool.
4. Competency 5: The student can organize, classify, and sort discriminating between:
    a. . . . color code, shape, material, size.
    c. . . . function.
5. Competency 6: The student can follow a sequence.
6. Competency 8: The student can utilize plans and patterns:
    a. . . . as input/source of information to perform a task.
7. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
    a. Acknowledge that one is about to receive directions.
    b. Follow one-step directions
        1. to start a task.
        2. to take something apart.
        3. to put something away.
    c. Follow multiple-step directions to perform a task.
    d. Follow directions in use of hand or power tool.
    e. Respond to simple cautions and negative commands.
    f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
    a. Respond to a negative command.
    b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
    a. Provide feedback on progress.
    b. Provide feedback about quality of work.
    c. Provide specific assessment of a product.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    b. Ask for assistance or advice from a supervisor or co-worker.
5. Competency 5: The student can ask for clarification.
    a. Indicate lack of understanding.
    c. Ask for repetition of demonstration.

6. Competency 6: The student can ask how to say something in English.
   a. Ask names of workplace, objects and procedures.
7. Competency 7: The student can ask and respond to questions about items in the workplace.
   c. Make and respond to a request for an object.
8. Competency 9: The student can use numbers.
   e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. There is always some need in a home or an apartment for some kind of simple repair. Also, simple construction projects such as a stool or shelf for the kitchen can save money. In many factory jobs tools are used for various kinds of assembly work. Many people who have never used hand tools or power tools are afraid to work with them. This fear can be overcome and confidence gained by having students complete some simple projects using tools under proper supervision.

B. Teaching Points

1. In this lesson, students will learn how to use a hand saw, power drill, saber saw, and continue practicing with a tape measure. They will learn how to use a diagram as well as a compass. Proper safety procedures will be emphasized as well as care of tools.

2. Teacher Note: When a diagram is used, it is displayed on a large chart without instructions. Before students do the activity, the teacher uses the diagram to elicit the directions from the students. Teacher points to the diagram and begin to ask: "What's next?", "What do you do now?"

3. Each teacher should decide how much detail to cover in this preliminary activity, and whether or not the students can successfully complete the project after explaining the total activity or, must they be guided through the instructions block by block.

III. CULTURAL ORIENTATION

A. The use of paints, cleaners, and brushes is reinforced in "Safety" and "Maintenance of Equipment"

B. Finished lamp base is used for Lamp Assembly in the "Large Factory Simulation"

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1.	2 cans	Oil based paint
2.	2 cans	Water based paint
3.	4	Stirring sticks
4.	5	Paint brushes
5.	4	Wood rasps
6.	8	Blocks of wood for sanding
7.	4	Compasses
8.	2	Squares
9.	1	Extension cord
10.	1	Broom
11.	20 each	Sandpaper: fine, medium, course
12.	2	Cleaning containers for water
13.	2	Cleaning containers for turpentine
14.	1	Bottle of turpentine
15.		Cloths for wiping hands and the wood base prior to sanding
16.		Newspaper
17.	1	Bucket of water
18.	1	"Flammable" sign
19.	1	"Toxic" sign

V. PROCEDURE – ACTIVITY 1: LAMP BASE FINISHING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T demonstrates how the wood rasp can be used to file rough edges and to smooth the surface of each piece of wood. The object of using a rasp is to gain a relatively smooth surface which is ready for final sanding. Not a great deal of time should be spent on this task.	1. Ss observe and respond appropriately as required.	1. Rasp. A rasp. What is this?	1. A rasp.	
		File the wood with the rasp. What do you do?	File.	
		Watch me. Can you do it?	Yes. Sure. No.	
2. T introduces the three grades of sandpaper and the order in which they are used. S/he then gives a demonstration of how to use the sanding blocks.	2. Ss then rasp and sand their lamp base.	2. This is sandpaper. Feel it. This is fine medium coarse		
		What is this?	2. Coarse sandpaper. Medium Fine	
		Use it like this. OK?	Yes.	
		First, use the rasp. Second, use the coarse. Third, the medium. Fourth, the fine. Now, sand the wood. What will you use first? next?	rasp Coarse sandpaper Medium Fine	

V. PROCEDURE – ACTIVITY 1: LAMP BASE FINISHING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		This sandpaper is rough.		
		This desk is smooth.		
		Who made the smoothest lampbase? roughest	______ *name*	
		Is this base rough or smooth?	Rough. Smooth.	

V. PROCEDURE – ACTIVITY 1: LAMP BASE FINISHING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T shows Ss the two different kinds of paints they will be using. Ss can smell paint and note the difference. The directions on the side of the can indicate how each can be used and what kind of solvent can be used to clean up afterwards. Stress is placed on reading the directions. If necessary, use a translator.	3. Ss mix and examine the different oil and water-based paint.	3. Smell the paints. Are they the same?	3. No. Not the same. Different.	
		Show me. Which ones are the same?	These. This and this.	
		This is oil-based paint. water-based. What kind of paint is this?	Oil-based. Water-based.	
		What color of paint is this?	Blue. *color*	
4. T discusses clean-up procedures for both oil and water-based paints. S/he emphasizes both clean-up of equipment and hands.	4. Ss listen and respond appropriately.	4. Smell this. What does it smell like?	4. That. Oil-based paint.	
		When you clean up oil-based paint, use this. It's called turpentine. What is it?	Turpentine.	
		What is this?	Water-based paint.	
		To clean it off, use water. What do you use to clean this?	Water. Turpentine.	
		Can you use it on your hands?	Yes.	

V. PROCEDURE – ACTIVITY 1: LAMP BASE FINISHING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T demonstrates how to apply enough paint in an even coat to cover the lamp base.	5. Individual Ss demonstrate their painting techniques to the class. Other Ss give feedback on the work being demonstrated.	5. Mix the paint well. Watch me. Dip the paint brush in the can. OK?	5. OK.	
		Too much?	Too much.	
		Too little?	Too little.	
		Is it too thick? thin?	Yes. No.	
		Paint the wood.		
6. T reminds Ss that turpentine is flammable and that rags used to clean brushes should be stored outside the buildings in an airtight metal or glass container to prevent fire.	6. Ss clean up brushes and work areas. For the oil-based paint, turpentine is used for the brushes. For the water-based paint, water is used.	6. Let's clean up. Turpentine is flammable. Turpentine is also toxic. Be careful. Put the rag in a sealed can like this. What happens if you do not put it away?	6. Fire.	SIGHT WORDS Flammable Toxic
		What do you use to clean water-based paint?	Water.	
		What do you use to clean oil-based paint?	Turpentine.	
		What do you do with the rag?	Seal it.	
		Why?	Fire. Toxic	

Pre-employment Activity

Galang – Lesson 9

CONSTRUCTING SOLIDS FROM PATTERNS

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
    b. . . . working alone.
    c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems, while working to specifications.
2. Competency 3: The student can use counting skills to complete a task.
    a. . . . making counts.
    b. . . . verifying counts.
3. Competency 4: The student can measure using tools:
    b. . . . duplicating the length, volume or weight of something without the use of standard tools.
4. Competency 8: The student can utilize plans and patterns:
    a. . . . as input/source of information to perform a task.
    c. . . . as output/product.

B. VESL

1. Competency 1: The student can follow simple directions.
    a. Acknowledge that one is about to receive directions.
    b. Follow one-step directions
        1. to start a task.
        2. to take something apart.
        3. to put something away.
    c. Follow multiple-step directions to perform a task.
    f. Follow directions to complete a form.
2. Competency 3: The student can provide feedback on performance of task.
    b. Provide feedback about quality of work.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    b. Ask for assistance or advice from a supervisor or co-worker.
4. Competency 6: The student can ask how to say something in English.
    a. Ask names of workplace objects and procedures.
5. Competency 7: The student can ask and respond to questions about items in the workplace
    c. Make and respond to a request for an object.
6. Competency 9: The student can use numbers.
    c. Provide a count.
    d. Verify a count.
    e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. In America, directions for the use of a household appliance or for the assembly of industrial equipment is often given in the form of 2-dimensional illustrations, diagrams or scaled drawings. It is important that students become familiar with and able to apply the information given in a 2-dimensional form to a real situation.

2. **Teacher Note**

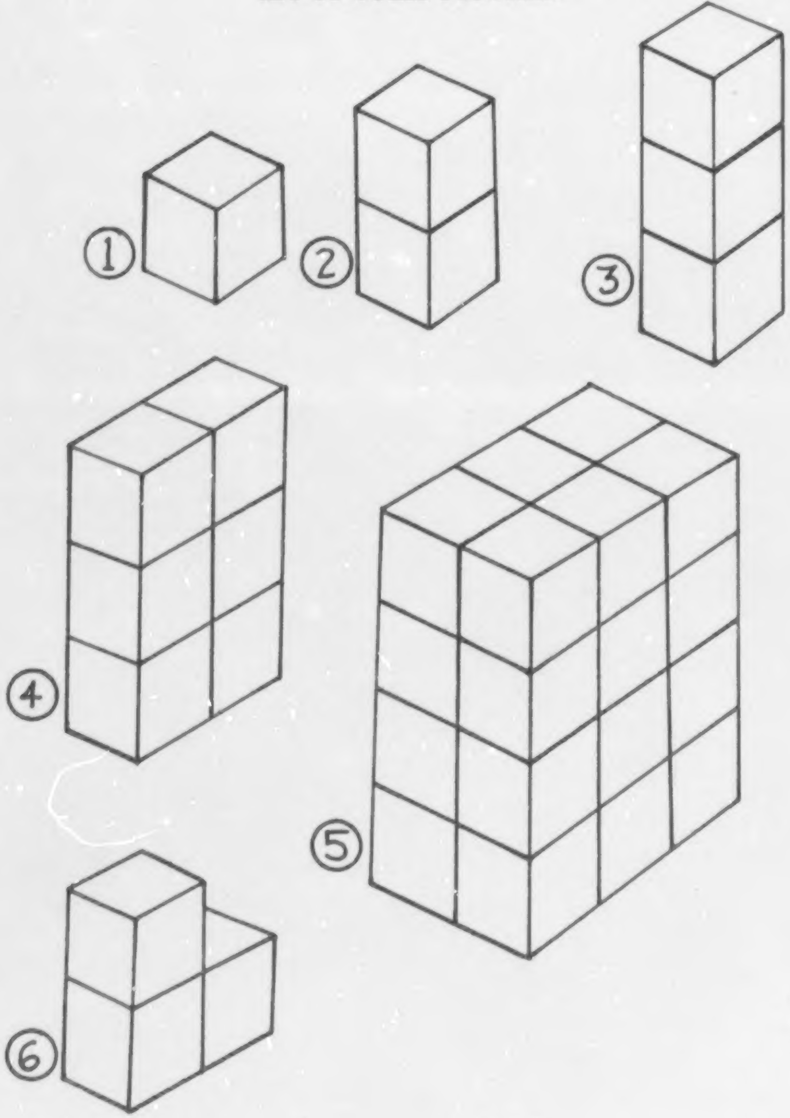
In this lesson, students are asked to create a 2-dimensional pattern for a 3-dimensional solid, i.e., a cube. This lesson builds the foundation for the conceptual problems inherent in measuring area and volume. The lesson requires simple arithmetic.

III. MATERIALS

A. Required Materials, Equipment and Supplies

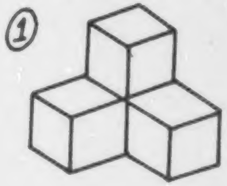
1. 1 inch grid paper
2. 10 rulers
3. 10 scissors
4. pencils
5. 1 roll tape
6. 1 set of solid figures as shown
7. handouts How many Cubes?

SET OF SOLID FIGURES



How Many Cubes?

①



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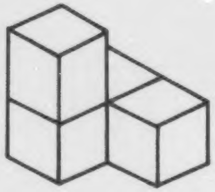

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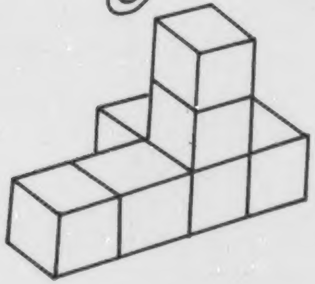

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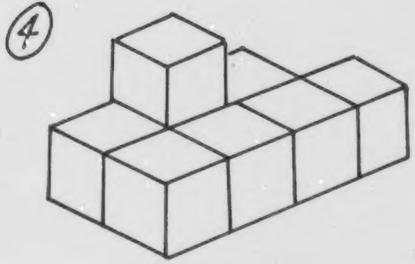

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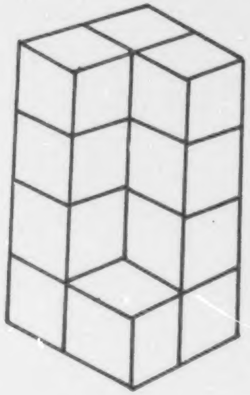

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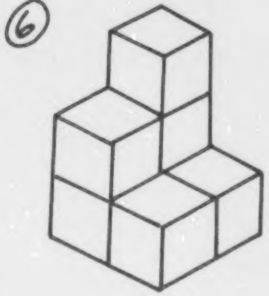

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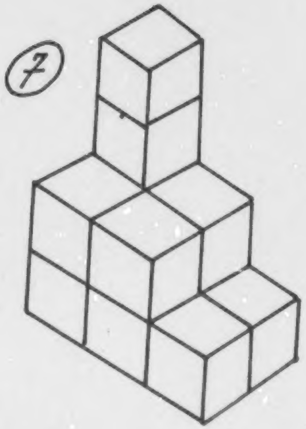

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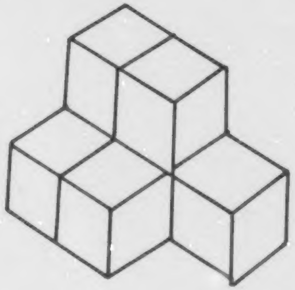

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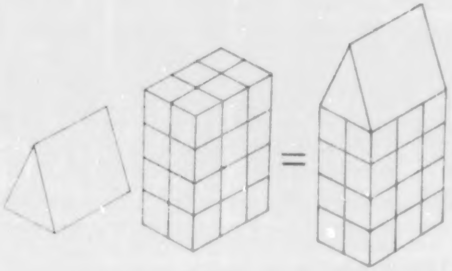
V. PROCEDURE -- ACTIVITY 1: CONSTRUCTING SOLIDS FROM PATTERNS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces a 1-inch cube to Ss.	1. Ss are allowed to measure it and determine characteristics of the cube.	1. This is called a cube. What is it?	1. a cube	SIDES
		What is this?	a side a square	top bottom front back right side left side
		Measure one side. How long is it?	$\underset{\#}{\underline{4}}$ inches	
2. T introduces terminology to describe the cube which is opened during this demonstration to show that it forms two different patterns.	2. The patterns are examined carefully by the Ss. Ss are challenged to make these patterns and others. Ss can work alone or in groups, if necessary.	2. How many sides? Are they equal?	2. Yes No.	
		Where is the top? side?	Here. There.	
		These are patterns. What is this?	A pattern.	
		Are they the same?	Yes. No, different	
		Make some. Are the sides equal?	Yes. No.	

V. PROCEDURE – ACTIVITY 1: CONSTRUCTING SOLIDS FROM PATTERNS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T shows two more 1-inch paper cubes that open to form different patterns. T challenges Ss to find other patterns.	3. Ss work alone or in groups to produce as many patterns as possible.	3. Now you make patterns. Make different ones. Make as many as you can. How many patterns are there? Can we make still more?	3. O.K. ______ # { Yes No	
4. T introduces other rectangular solids and asks the Ss if they are cubes. T re-emphasizes the characteristics of a cube. Ss are asked how many 1-inch cubes are in the various solids.	4. Ss must determine how many 1-inch cubes are in various solids.	4. How many one-inch cubes in this?	4. ______ #	

V. PROCEDURE – ACTIVITY 1: CONSTRUCTING SOLIDS FROM PATTERNS

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
5. T uses pre-made set of solids to create other solids of irregular shape which contain hidden cubes.  Hidden Cubes	5. Ss must determine how many 1-inch cubes are contained in the solids and verify their counts.	5. How many cubes? Is that right? wrong?	5. ________. # Yes, that's right. No, that's wrong.	
6. T hands out worksheet with 3D drawings similar to those created in the previous exercise and determines how many 1-inch cubes are contained in the drawn solids.	6. Ss & T should be able to re-create the diagram with the solids available from the teacher's set.	6. Look at your worksheet. How many cubes in this one? Can you draw this? Try it now.	6. ________. # Yes. Sure. O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. T re-introduces regularly shaped solids.	7. Ss are asked how many 1-inch cubes are in the solids.	7. What's this? How many cubes like this are there?	7. Cube. ______ . #	
8. T should rotate the solids on the table so height, length and width change. T should encourage an understanding between number of 1-inch cubes and the measurements. T introduces the term cubic inch as a measurement of volume.	8. Ss measure the length, width and height of each solid.	8. How long? high? wide? Long x high x wide equals cubic inches. Total cubic inches is called volume. What is the volume of this cube?	8. ______ inches. # Cubic inches. Volume. ______ cubic inches. #	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
9. T may wish to tackle other less regular shapes in the classroom or challenge the Ss to create patterns for the other solids not shown in the T's set of solids. If Ss have previously used calculators, this exercise can provide further practice in math.	9. By measuring the solids Ss should be able to determine number of cubic inches of various solids.	9. What's the volume?	9. ______ cubic # inches (in^3)	

Pre-employment Activity

Galang – Lesson 10

MAKING A WIRE FRAME FOR A LAMP SHADE

I. COMPETENCIES COVERED

A. **Basic Skills**

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - b. . . . working alone.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training .
3. Competency 4: The student can measure using tools:
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
4. Competency 6: The student can follow a sequence.
5. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.
   - b. . . . as input/source of information to evaluate a task.
6. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.
7. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions
     - 1. to start a task.
     - 2. to take something apart.
     - 3. to put something away.
   - d. Follow directions in use of hand tool or power tool.
2. Competency 2: The student can follow redirected instructions.
   - a. Responds negative command.
3. Competency 3: Provide feedback on performance of task.
   - b. Provide feedback about quality of work.
   - d. Describe activities in progress and needs for completion of task.
   - f. Acknowledge and apologize for mistakes, poor performance, being late and absent.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - b. Ask for assistance or advice from a supervisor or co-worker.
5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.

6. Competency 7: The student can ask and respond to questions about items in the work place.
   - c. Make and respond to a request for an object.
7. Competency 9: The student can use numbers.
   - e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. Many jobs in a factory require working with metal objects and the joining together of metal parts either by soldering, riveting or welding. When assembling electronic components, soldering is often used. In the home, there are occasions when small metal objects are broken and require simple soldering to repair them. It is, therefore, a useful skill to know how to work with metal and how to join it together. Soldering a wire frame for a lamp shade begins to acquaint students with this skill.

B. Teaching Point

1. Students will measure wire with greater accuracy than was required in previous lessons. They will also learn how to bend wire to a specified shape following a pre-determined pattern. Soldering techniques are the same as those used in previous lessons; they are, therefore, reinforced.

C. Teacher Note

1. When a diagram is used, it should be displayed on a large chart without instructions. Before students do the activity, the teacher uses the diagram to elicit the directions from the students. Teacher points to the diagram and asks:"What's next?", and "What do you do now?"
2. Each teacher should decide how much detail to cover in this preliminary activity and after explaining the total activity, must decide whether or not the students can successfully complete the project. If not, they must be guided through the instructions block by block.
3. Teacher should take care to insure that their VESL instructions are consistent with the previous soldering exercise.

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III. CULTURAL ORIENTATION

A. Diagram for this activity is used in the "Diagrams" lesson.

B. The wire frame made in this lesson will be used in the "Lamp Assembly" task in the "Large Factory Simulation".

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. 8 55" lengths of wire section, heavy gauge (almost the gauge of coat hanger wire)
2. 4 wire cutters/pliers
3. 2 large screwdrivers
4. 4 steel tapes/folding rulers
5. 4 soldering irons
6. 2 extension cords
7. 4 sponges
8. 4 steel wool bunks
9. 4 asbestos working boards
10. 4 flux containers
11. 4 stones for iron support
12. 4 blocks to position wires
13. 4 metal files
14. solder
15. razor knives
16. copper wire, preferably stripped
17. drawings of wire frame construction

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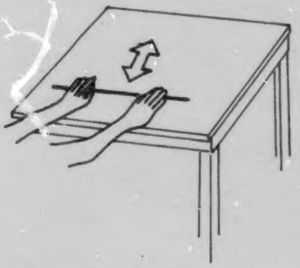
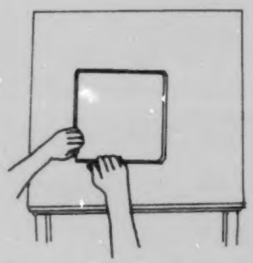
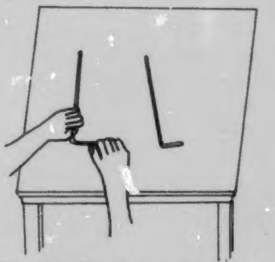
Worksheet
Wire Frame for Lampshade



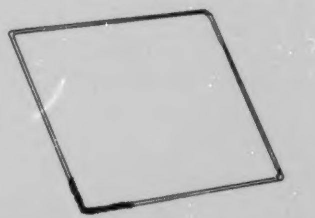
① STRAIGHTEN WIRE.



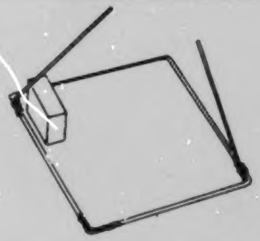
② FORM LONG WIRE INTO A SQUARE.



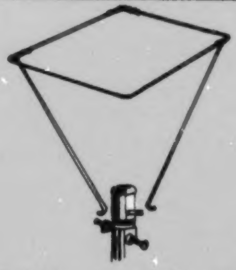
③ BEND WIRE SUPPORTS.



④ WRAP, TIGHTEN, AND SOLDER THE OPEN CORNER.



⑤ ATTACH AND SOLDER WIRE SUPPORT.

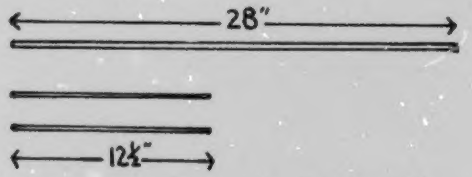


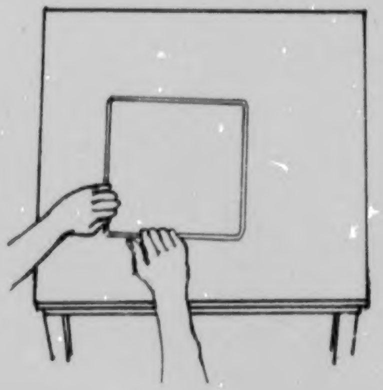
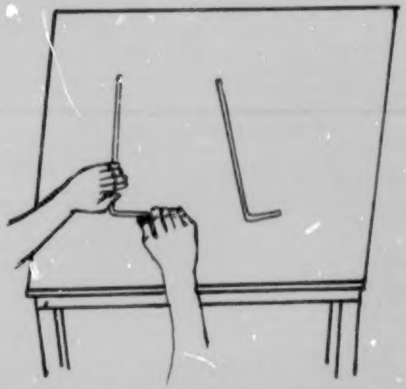
⑥ ADJUST TO FIT FRAME.

VI. PROCEDURE – ACTIVITY 1: MAKING A WIRE FRAME FOR A LAMP SHADE

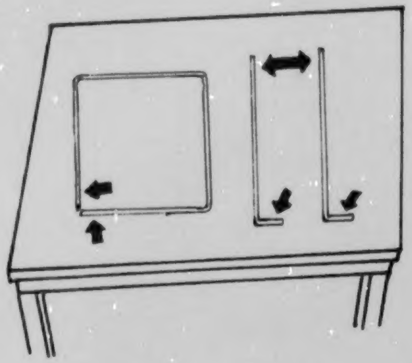
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T shows an example of the electric table lamp that Ss will eventually assemble. In this lesson they will be making the wire frame for the shade which will will be made in a later lesson. T uses a large diagram with the class to elicit the directions from students. Directions are not written on the chart.	1. Ss observe and respond as directed by T.	1. What is this? Look at this part. It's the wire frame. What is it?	1. It's a lamp. The wire frame.	
2. T points to the diagram and asks questions. The instructions through Step 7 are for teacher use only. Use every opportunity to point to the diagram and ask "What do you do?" What's next?, etc. T demonstrates sequence of construction before Ss begin to make their frame.	2. Prior to starting assembly, Ss repeat steps, in sequence, to the T.	2. Today we're going to make the wire frame.		

VI. PROCEDURE – ACTIVITY 1: MAKING A WIRE FRAME FOR A LAMP SHADE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. Cut 3 pieces of wire.  Cut Three Pieces of Wire	3. Ss observe and respond appropriately.	3. Look at this step. What do you do? Cut what? How long is this? Understand?	3. {I'm not sure. / Cut.} Wire. 12½ inches 28 {Yes. / No.}	
4. Make sure the wire is straight. Roll it on the table and bend with the fingers to get the wire as straight as possible. The pliers may be helpful. Straighten Wire by Rolling	4. Ss continue to observe through step seven. They use appropriate language when necessary.	4. Make the wire straight. Straighten the wire. Watch me. This is straight. Is this straight? Is this one OK?	4. {Yes. / No.} {Yes. / No.}	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. Form the longest piece of wire into a square making sure it lies flat when placed on a table.		5. Make a square. How long is it?	5. $\underset{\#}{\underline{\qquad\qquad}}$ inches.	
		Put the wire cutter here. How many sides?	$\underset{\#}{\underline{4}}$ sides.	
		Is this straight?	Yes. No.	
		Is it flat on the table?	Yes. No.	
6. Bend the two smallest pieces of wire as shown.		6. Bend the two short wires. How long is it?	6. 11 inches 1½	
		Put the wire cutters here. Then bend like this.		
		Understand?	Yes. No.	

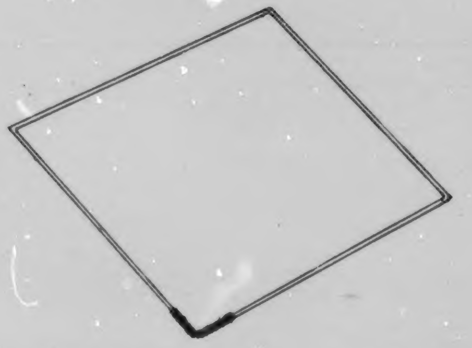
VI. PROCEDURE – ACTIVITY 1: MAKING A WIRE FRAME FOR A LAMP SHADE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. With emery paper or steel wool, clean the places indicated in the drawing. 		7. Clean the wire. Here. What do I do?	7. Clean the wire.	
8. Through task 11, T monitors Ss as they construct their frame. S/he solicits and reinforces appropriate language.	5. Ss straighten wire, using pliers if necessary.	8. Make the wire straight. Straighten the wire. Got it?	8. { No problem. I can't.	

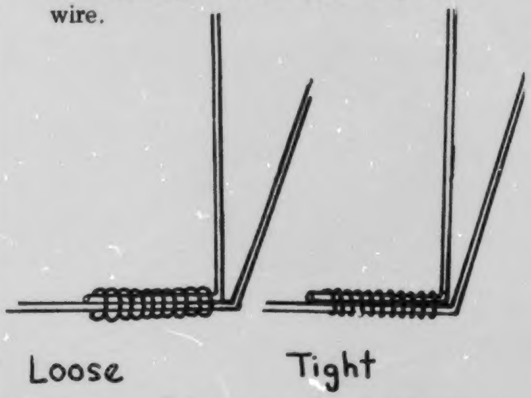
VI. PROCEDURE – ACTIVITY 1: MAKING A WIRE FRAME FOR A LAMP SHADE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
	9. Ss form a wire square making sure it lies flatly when placed on a level surface.	9. Now bend it. That's good. That's not straight.		
			9. Like this?	
		That's better. Put the wire cutter here. OK?		
			Yes. No.	
	10. Ss bend the two remaining pieces of wire as indicated on the diagram.	10. Bend the two short wires.		
			10. Where?	
		Here. How much do you need here?		
			1½ inches. Oh! I understand.	
		Put the wire cutters here.		
			Like this?	
		Yes, that's good.		

VI. PROCEDURE – ACTIVITY 1: MAKING A WIRE FRAME FOR A LAMP SHADE

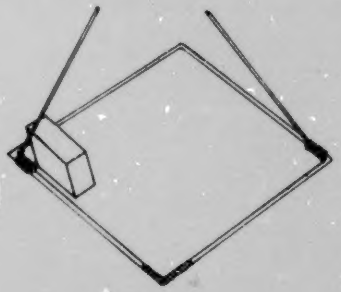
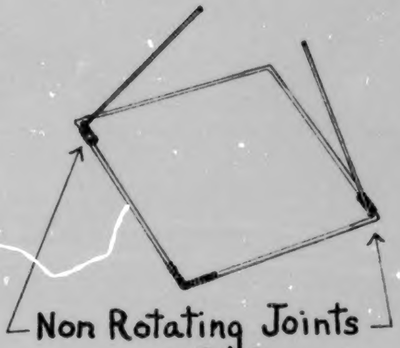
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
	11. Ss clean the wire frame with steel wool at the points indicated in the drawing.	11. Clean the wire.	11. Here?	
		Yes. No, here.		
		Finished.	Yes. Not yet.	
		Need more time?	Yes. No.	
12. T directs Ss to stop their work and observe the next demonstration. Using bare copper wire that has been cleaned, wrap the wire around the frame at the points shown on the diagram. 	12. Ss observe the demonstration and respond appropriately.	12. This is a copper wire. This one is a bare copper wire. What's it called?	12. Bare copper wire.	
		Wrap the bare copper wire like this. Wrap here. Is this OK?	Yes. No.	
		Is this wrong?	Yes. No.	

VI. PROCEDURE – ACTIVITY 1: MAKING A WIRE FRAME FOR A LAMP SHADE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
13. T explains and demonstrates that the frame should be wrapped tightly with copper wire. However, there should be even spacing between each wrap of the wire.  	13. Ss observe and respond appropriately. Then they wrap their own frame with bare copper wire.	13. Wrap it tightly. It must be tight. Is this OK?	13. Yes. No, too loose.	
		Is this wrong?	Yes. No.	
		No, that's wrong.	Why?	
		It's not tight enough. Like this. Tight!	I understand.	
14. T demonstrates how the soldering iron should be cleaned and tinned and instructs the Ss to duplicate the demonstration.	14. Ss observe and respond appropriately. They then clean and tin their soldering irons.	14. This is (a) soldering iron. *equipment* What is it?	Soldering iron. *equipment*	
		It is hot. Is it clean?	14. Yes. No.	
		Let's clean it. Watch me. I clean it with the metal file. Then, I clean the soldering iron with the steel wool. What did I do?	Clean the soldering iron.	

VI. PROCEDURE – ACTIVITY 1: MAKING A WIRE FRAME FOR A LAMP SHADE

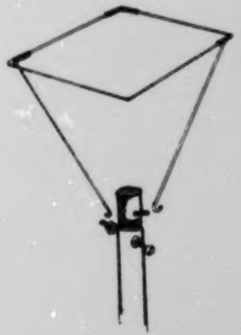
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Now plug it in.		
		Watch me again.		
		Is the soldering iron hot?	Yes. No.	
		Dip it in the flux. Then tin the soldering iron like this. Understand?	Yes. Not sure.	
		Try it. Wait, it's not hot enough.	OK.	
		Now what do you do?	Dip it. Tin. This?	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
15. T shows how to solder the large wires together, then the support wires. Emphasize that when soldering, the metal to be soldered should be heated first, then solder added. Remind Ss that they do not need large amounts of solder. 	15. Ss first solder the frame together. Then, using wood blocks to support the two wire struts which hold the shade on the lamp, they solder the two supports. They should carefully check the angle before soldering.	15. Clean these wires with the steel wool. Wrap the copper wires around these wires. See?	15. Yes. No.	
		Put some flux here. Touch the wires here with the soldering iron. Make the wires hot. Are they hot?	Yes. No, not yet.	
16. T supervises Ss. After applying the solder, Ss must let it cool. Then Ss test the connection to see if it still rotates. If it does, they should re-melt the solder on the joint and re-solder it.  	16. Ss solder the joint and test to make sure the joint does not rotate.	16. Put the solder here. Take away the solder and the soldering iron. Can you do it?	16. Yes. Sure. Maybe.	
		Try it.	OK.	
		Wait. Make the wire hot!	Like this?	
		No, hotter.	OK.	
		No, that's wrong. Too much solder.	On!	

VI. PROCEDURE – ACTIVITY [illegible] MAKING A WIRE FRAME FOR A LAMP SHADE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		What's your problem?	Too much solder. I need __flux__. *equipment*	
		Solder here. Put the wood here. Check it.	OK.	
		Is it OK?	Yes. No.	
		Try again.		
		Good. Does it rotate?	Yes. No.	
		That's not good enough.	Not tight.	
		Try again.	OK.	

VI. PROCEDURE -- ACTIVITY 1: MAKING A WIREFRAME FOR A LAMP SHADE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
17. T should check all solder joints before allowing Ss to wire and attach the frame to the lamp stand. 	17. Ss use the pliers to bend the ends of the support wires so that the frame fits the demonstration lamp. The frame is removed for adjustments as often as necessary to achieve a good fit.	17. Bend the wires. Here and here. Make it fit. Does it fit? Here. Is it OK? Make the bolt and nut tight. Is this tight? Tighten it.	17. I don't understand. Yes. No. Yes. Not good enough. No.	
18. T directs students to clean up.	18. Ss make sure irons are cool and that scrap wire is properly disposed of.	18. Okay, clean up. Where do you put the scrap wire? Let's go.	18. Here. There.	

Pre-employment Activity

Galang – Lesson 11

MAKING A LAMP SHADE

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems, while working to specifications
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts.
4. Competency 4: The student can measure using tools:
   - b. . . . duplicating the length, volume or weight of something without the use of standard tools.
5. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.
   - c. . . . as output/product.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions
     1. to start a task.
     2. to take something apart.
     3. to put something away.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of hand tool or power tool.
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of task.
   - a. Provide feedback on progress.
4. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
5. Competency 7: The student can ask and respond to questions about items in the workplace.
   - a. Ask or tell the location of an object or place.
   - c. Make and respond to a request for an object.
6. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
   - e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. In very large factories, parts of the production line are made elsewhere and arrive ready for use on the assembly line. In smaller specialized factories, when the need arises for complicated parts, they are often fabricated on site. Generally, patterns are used to do this. Whether it be for cutting wood, metal, cloth or plastic, patterns are usually made out of paper or wood. Becoming familiar with the use of patterns is a useful skill for work or for home projects.

B. Teaching Point

1. In this lesson, students learn how to create and use a pattern as a set of directions for performing a task. This lesson reinforces previously learned skills and provides further work with scaled drawings and the use of grid paper. Students will work from a two-dimensional pattern to make a three-dimensional object. "Making a Lamp Shade" is another step which prepares students for the assembly simulation.

III. CULTURAL ORIENTATION

A. Relates to "Piecework" Activity in C.O.

B. The finished lamp shade is used in lamp assembly for "Large Factory Simulation".

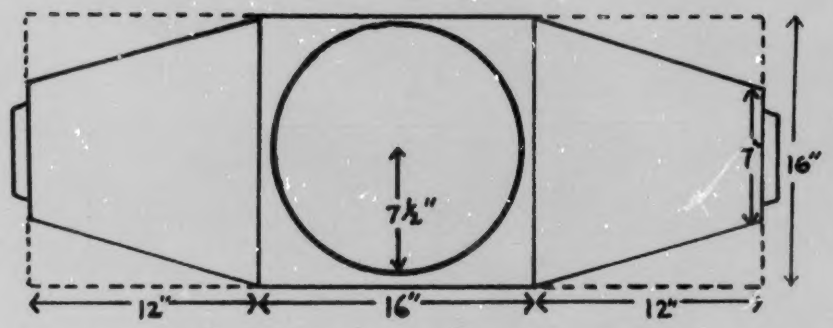
IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. Already assembled Lamp Shade
2. Grid paper, 1" square
3. Paper
4. Pencils
5. Rulers
6. Compasses
7. Wooden straight edges
8. Heavy construction paper
9. Marking tape, or vinyl tape
10. Scissors
11. Razor knives
12. Paper clips
13. Drawing of Lamp Shade Pattern

Worksheet
Making a Lampshade

①



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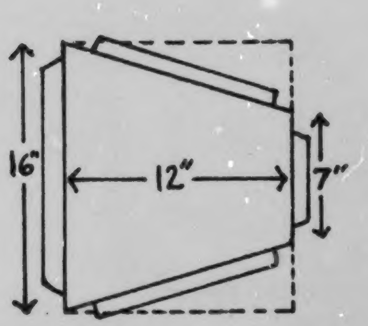
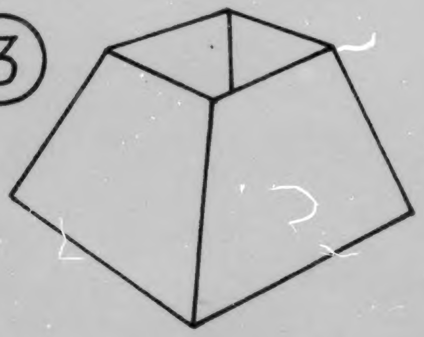


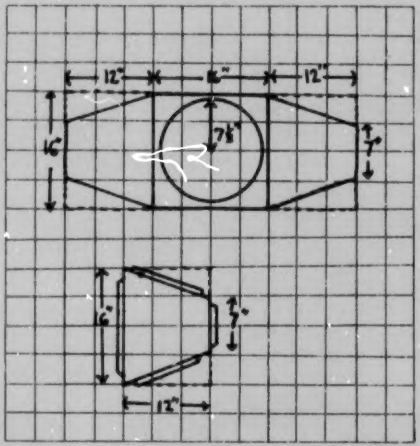
CUT TWO OF THESE

③



VI. PROCEDURE – ACTIVITY 1: MAKING A LAMP SHADE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T reviews the making of three dimensional cubes using grid paper. T shows a 1" cube.	1. Ss observe and respond as appropriate through step three.	1. Remember this? What is it?	1. A cube. box	
		How many sides does it have?	________ sides #	
		Touch the top.		
2. T writes on the box "top","bottom", etc. When all sides are marked, T unfolds the box.		2. Where is the top now?	2. Here. There.	
3. T shows a finished lamp shade from heavy construction paper emphasizing that the shade is made up of three different sections which are taped together.		3. Look at this. It's a lamp shade. What is it?	3. Lamp shade.	
		Today we're going to make a lamp shade. Where is the top?	Here. There.	
		How many sides?	Five sides. #	
		There is no top. Watch this. What is this?	Pattern.	
		Pattern, remember, Pattern?	Yes. No.	
		1 square is 1 inch. Can you draw the pattern?	Sure. Not sure. Show me.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. T then shows the drawing of the lamp shade as it would look unfolded and in two dimensions. In this activity Ss patterns. By using a one-inch grid, there is a one-to-one correspondence to the measurements shown on the chart "Lamp Shade Pattern".  	4. Ss measure the actual lamp pattern and indicate the results on the board. This data is then used to scale their drawing.	4. How long is this? Now draw your pattern. That's right. No, one square for one inch.	4. 12 inches 16 7 I understand now.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T reviews the drawing with Ss pointing out that the dotted lines are a guide to center the top of the trapezoid They will not be present on the final product.	5. Ss first draw the pattern for the long piece which becomes the shade top and two sides, a square and two trapezoids. Then they draw the pattern for the remaining sides, a single trapezoid. These are cut out carefully.	5. Don't draw the dotted lines. They help us to make the lamp shade. They are not on the lamp shade. Then cut it out. Be careful. Cut on the line.		
6. T supervises each S's progress eliciting appropriate language as the pattern is cut.	6. S tapes the pattern to heavy construction paper and draws around the pattern. After the shade is cut out, the tabs are folded carefully, the shade is assembled and taped together.	6. Put the pattern on the paper. Use the paper clips. Yes. No, move it here. Now, cut it out. Fold the paper here. What do you do? Tape the paper. Now what?	6. Like this? O.K. Fold it. Tape the paper.	

Pre-employment Activity

Galang – Lesson 12

PREPARING DRINKS AND MEASURING LIQUIDS

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts
4. Competency 4: The student can measure using tools:
   - a. . . . determining if two quantities are of equal length, volume, or weight.
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
5. Competency 5: The student can organize, classify, and sort discriminating between:
   - a. . . . color code, shape, material, size.
   - c. . . . function.
   - d. . . . weight.
6. Competency 6: The student can follow a sequence.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions
     1. to start a task.
     2. to take something apart.
     3. to put something away.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: Provide feedback on performance of task.
   - b. Provide feedback about quality of work.
   - c. Provide specific assessment of a product.
   - d. Describe activities in progress and needs for completion of task.
4. Competency 5: The student can ask for clarification.
   - b. Ask for clarification.
5. Competency 7: The student can ask and respond to questions about items in the workplace.
   - c. Make and respond to a request for an object.
6. Competency 9: Use numbers.
   - c. Provide a count.
   - d. Verify a count.

II. LESSON CLARIFICATION

A. Rationale

1. In America there are many chemicals that are used in the home and work. These are usually concentrated and need to be diluted with water. In a restaurant such as McDonald's, there are daily routines like measuring concentrated juice into dispensing machines. All of these tasks require that measuring is done properly. It is important to know how to measure and mix liquids accurately according to the directions.

B. Teaching Point

1. In this lesson students will learn how to use measuring cups, measuring spoons, and weight scales. They will be introduced to the American system of weights and measures.

III. CULTURAL ORIENTATION

A. Skills learned in this lesson are reinforced in both "Working In A Restaurant" and "Restaurant Simulation"

B. Measuring volumes is also important in both "Janitor" lessons.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. 5 Measuring cups
2. 4 Quart containers
3. 4 Pint cups for mixing
4. 3 Pint cups for T-premixed drinks
5. 4 Measuring spoon sets (tsp/tbsp)
6. 10 Plastic cups
7. 4 Buckets water (gallon level marked)
8. 1 Can sugar
9. 1 Jar Redman orange or cherry concentrate
10. 1 Can Milo
11. 1 Can powdered milk
12. 3 Plastic cups for each group
13. 3 weighing scales
14. 2 Buckets drinking water
15. 2 Buckets washing water
16. 5 Spoons for mixing/tasting
17. Various weighable items
18. Batteries, nails, scissors
19. Package of sand.
20. Small plastic bags with rubber bands to store drink

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T prepares ahead of time three drinks in ten-ounce cups as follows: a. 1 teaspoon sugar, 4 teaspoons Redman b. 4 teaspoons sugar, 1 teaspoon Redman c. 4 teaspoons sugar, 4 teaspoons Redman				
2. T introduces the lesson by giving the rationale. T tells Ss that they will be making several kinds of mixed drinks. S/he introduces measuring cups and spoons and states that there are three drinks containing different amounts of sugar and flavoring. The cups are labelled A, B, C.	2. Ss observe and respond as directed.	2. We are going to make drinks. I made these. They are different. This is a teaspoon. *term*		MEASURING TERMS measuring spoon tablespoon teaspoon measuring cup ounces
		What is this?	2. A teaspoon. *term*	
		How many teaspoons equal one tablespoon?	Three.	

V. PROCEDURE – ACTIVITY 1: PREPARING DRINKS AND MEASURING LIQUIDS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T places a little of drink A in each of the S's cups and Ss then taste it and tell whether it is sweet or not. The same is done for drinks B, C. T distributes measuring spoons, sugar, Redman and measuring cup. T encourages experimentation.	3. Ss work in groups of two or three. Ss taste the sample drinks and try to determine how many teaspoons of Redman and how many teaspoons of sugar are in drinks A, B and C. Ss do this by trying to reproduce an equivalent drink using a teaspoon and 1 cup of drinking water. Matching the color of the Ss mixture to that of the original drink is also a valid way of duplicating a diluted concentrate. It should be encouraged. Ss report their results and write it on a chart on the blackboard.	3. Taste drink A. Do you like it?	3. Yes. No.	
		What's the problem? It's sour.	Too sour.	
		Does it need more sugar?	Yes. No.	
		Not enough sugar. It's sour.		
		Taste drink B. Do you like it?	Yes. No.	
		Does it have too much sugar?	Yes.	
		It's too sweet.		
		Taste drink C. Do you like it?	Yes. No.	
		Is it the same as A? B?	Yes. No, not the same.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Which one is sweetest? most sour?	A, B, C. This one.	
		Can you make the same?	Maybe. Not sure.	
		Try it. How can you do it?	Teaspoons. Color.	
		Write the number on your paper.	O.K.	
4. After Ss have duplicated each solution, T gives them the proportions of ingredients used in drinks A, B and C.	4. Ss report their results and write them on a chart on the blackboard.	4. How many teaspoons of Redman? sugar?	4. ________ teaspoons. \#	
		Which group(s) was were right?	This one. That	

V. PROCEDURE – ACTIVITY 2: MEASUREMENT USING SCALES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the scale and distributes miscellaneous objects to be weighed.	1. After the introduction, Ss practice with the scales. Using objects such as batteries, nails, and tools from the previous lesson, the Ss weigh these objects and check each other's results.	1. Give me the scale.	1. What? Please repeat.	
		Give me the scale over there. I weigh the battery. What am I doing?	Weighing.	
		How much does it weigh?	________ . #	
		________ what? # Ounces.		
		There are 16 ounces in one pound.		
		How many ounces in a pound?	Sixteen.	
		Look at the scale. Weigh the saw. How much does it weigh?	______ lbs and # ______ ozs. #	

V. PROCEDURE – ACTIVITY 2: MEASUREMENT USING SCALES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
2. T asks Ss to watch while s/he prepares two solutions with the following ingredients. A. 1 ounce powdered milk 1 tablespoon Milo* 1 ounce sugar B. 2 ounces of milk 2 tbsp. of Milo 2 ounces of sugar *Milo = Chocolate powdered drink	2. Ss observe and respond appropriately.	2. Watch me. How much milk? Milo? sugar?	2. ________ ozs. # tablespoon(s)	
		Taste it. Is it sweet enough?	Yes. No, not sweet enough.	
		Do you like it? Can you make A?	Yes. No. I can try.	
		Weigh the milk and sugar on the scale. What should you do?	Weigh it. Weigh the milk and sugar.	

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V. PROCEDURE – ACTIVITY 2: MEASUREMENT USING SCALES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. After Ss are able to use the scales, T introduces two additional drinks which have been previously prepared. Again, Ss are to determine the proportions of the ingredients used in each drink. Measurement is to be done in tablespoons of Milo and ounces of powdered milk.	3. Ss attempt to duplicate the proportion of unknown ingredients used in the Milo drinks. Ss record the amounts of the ingredients used in the Milo drinks. Ss record the amounts of the ingredients they used.	3. Measure the Milo with the tablespoon.	3. O.K.	
		What next?	Weigh it.	
		Yes.		
		Write your measurements on the paper.	O.K.	
		How many tablespoons of Milo?	________ tablespoons. #	
		How many ounces of milk? sugar?	________ ozs. #	

V. PROCEDURE – ACTIVITY 3: INCREASING PROPORTIONS/MEASURING FOR LARGE GROUPS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
Drinks for a Large Group				
1. T poses the next problem to Ss. How do you increase the volume of drink while keeping the proportions of the ingredients the same? T asks students what they would do to make one gallon of orange drink.	1. Ss respond appropriately.	1. Which one did you like best? How many teaspoons of Redman? sugar? Can you make 1 gallon?	1. { A B C } { What's a gallon? I'm not sure. }	
2. T shows that some measuring cups have the capacity to measure larger quantities such as pints, quarts or half-gallons.	2. Using water, Ss count how many cups of liquid equal a given measurement.	2. Put the water in here. – How many cups to a pint? – How many cups to a quart? -- How many pints to a quart. – How many pints to a gallon? – How many quarts to a gallon?	2. Two cups = 1 pint Four cups = 1 quart Two pints = 1 quart Eight pints = 1 gallon Four quarts = 1 gallon	

V. PROCEDURE – ACTIVITY 3: INCREASING PROPORTIONS/MEASURING FOR LARGE GROUPS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. Working with the entire class, T makes a gallon of orange drink. T continuously poses questions about measurements during the demonstration. Teacher Note: If class time allows, reinforce the use of the scale. Have Ss weigh ingredients individually. Have other Ss re-weigh to check their results.	3. Ss observe and answer direct questions.	3. I'd like to make one gallon of Redman.		
		How much sugar for one cup?	3. ______ teaspoons. #	
		How much Redman?	______ teaspoons. #	
		How much water mix sugar do you need to make one gallon?	I need ___ ounces # cups tablespoons. of sugar. Redman. water.	
		O.K. Clean up. We're finished for today.	O.K.	

Pre-employment Activity

Galang – Lesson 13

MAKING A CUTTING JIG

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   a. . . . starting and/or determining task assignments, to completing a task specification, completing a task within a given-time frame, performing as part of a team.
   c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgements for minor problems, while working to specification
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
   a. . . . making counts
   b. . . . verifying counts.
4. Competency 4: The student can measure using tools:
   a. . . . determining if two quantities are of equal length, volume, or weight.
   d. . . . measuring the length, volume or weight measurement of something using a standard tool.
5. Competency 5: The student can organize, classify, and sort discriminating between:
   a. . . . color code, shape, material, size.
6. Competency 6: The student can follow a sequence.
7. Competency 8: The student can utilize plans and patterns:
   a. . . . as input/source of information to perform a task.
8. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   a. Acknowledge that one is about to receive directions.
   b. Follow-one-step directions
      1. to start a task.
      2. to take something apart.
      3. to put something away.
   c. Follow multiple-step directions to perform a task.
   d. Follow directions in use of hand tool or power tool.
   e. Respond to simple cautions and negative commands.
2. Competency 3: The student can provide feedback on performance of task.
   a. Provide feedback on progress.
   b. Provide feedback about quality of work.
   d. Describe activities in progress and needs for completion of task.
3. Competency 5: The student can ask for clarification.
   b. Ask for clarification.
   c. Ask for help in an emergency.
4. Competency 7: The student can ask and respond to questions about items in the workplace.

5. Competency 9: The student can use numbers.
    - C. Provide a count.
    - D. Verify a count.
    - E. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. In carpentry, the need often arises for many pieces of wood to be cut to the same exact dimension, to the same size or shape, or at exact angles. This can be done by careful measurement and cutting. However, it becomes time consuming to carefully measure each piece that is duplicated. For carpentry and certain kinds of factory work, special devices are made that help workers produce pieces exactly alike quickly. One such device is a cutting jig. It is used to make angle-cuts in wood.

B. Teaching Points

1. This lesson helps the student gain greater skill and confidence in the use of hand and power tools. Measuring skills and using a 2-dimensional drawing as a set of directions is also reinforced. The cutting jig built by the students will be modified to accommodate PVC pipe which will be used in later lessons. The drawings used in building the cutting jig will be referred to frequently to help the students produce the language required in the lesson. Safety when using tools is also stressed.

C. Teacher Note

1. When a diagram is used, it is displayed on a large chart without instructions. Before students do the activity, the teacher uses the diagram to elicit step by step directions from the students. The teacher points to the diagram and asks: "What's next?", "What do you do now?"
2. Each teacher should decide how much detail to cover in this activity and after the total activity is explained, whether or not the students can successfully complete the project. If not, they may need to be guided through the instructions block by block.

III. CULTURAL ORIENTATION

A. The concept of diagram is used in "Diagrams" C.O. lesson.

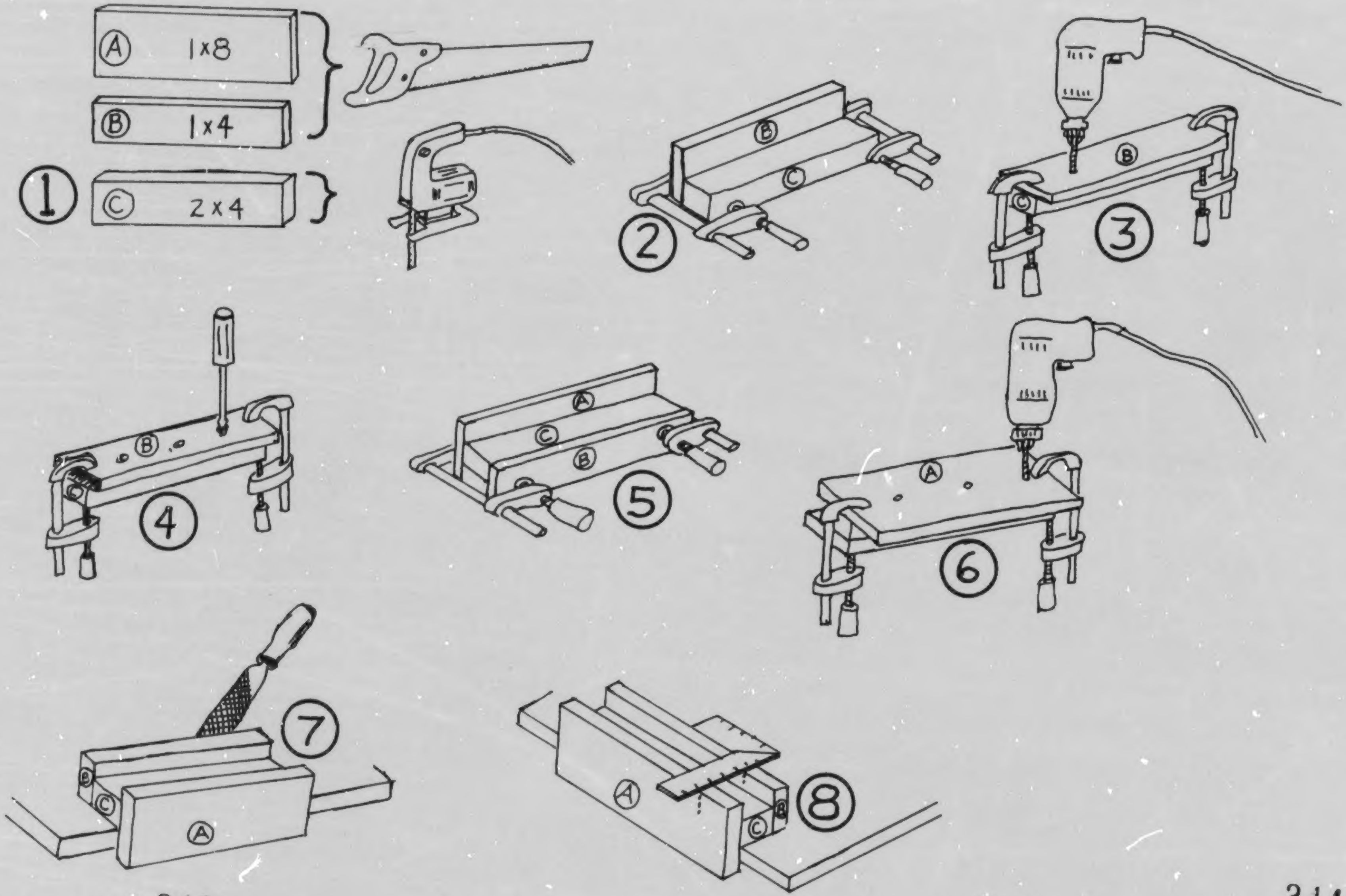
B. Use of tools is stressed in "Safety" and "Maintenance" lessons.

IV. MATERIALS

A. Required Materials, Equipment and Supplies (for 4 groups)

1. 4 Hand saws
2. 3 Power saws
3. 3 Power drills with drill bit sets and chucks
4. 8 Clamps (8" size)
5. 5 Goggles
6. 4 Screwdrivers
7. 55 Screws (1¾")
8. 4 Rasps
9. 2 Squares
10. 2 Extension cords
11. 4 Tape measures
12. 1 Hacksaw (for cutting jig)
    PVC pipe (for demonstration)
13. Woodstock
    - a. 1" x 8"
    - b. 1" x 2"
    - c. 2" x 4"
14. PVC pipe

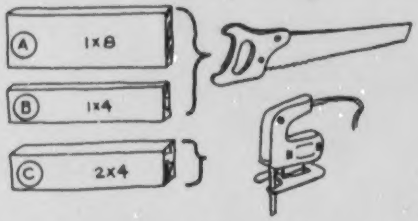
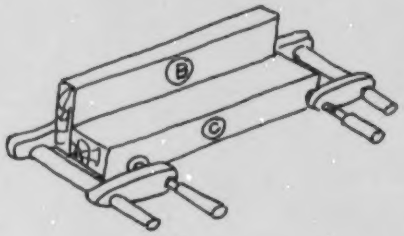
Making a Cutting Jig



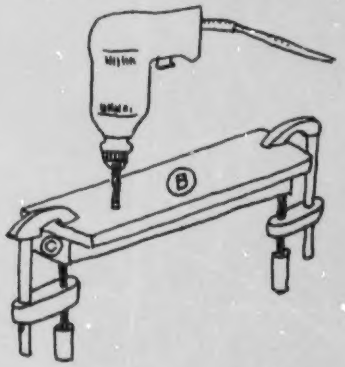
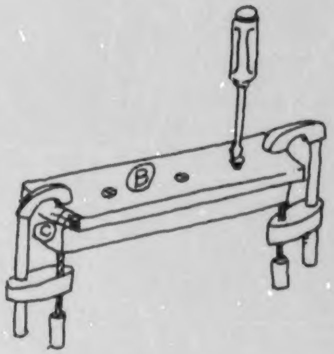
VI. PROCEDURE – ACTIVITY 1: MAKING A CUTTING JIG

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T gives the rationale for the lesson by cutting a piece of PVC tubing with the aid of the cutting jig. The jig is then placed out of sight.	1. Ss observe and respond appropriately.	1. This is a cutting jig. What is this?	1. A cutting jig.	ACTION cut measure drill clamp screw in file draw a line
		How long is the pipe?	$\underset{\#}{\underline{\qquad}}$ inches.	
		Are they the same?	Yes. No.	
		All of them are the same. Can you do this?	Yes. No. I'll try.	EQUIPMENT clamp drill screw hammer
2. T displays the chart "Making a Cutting Jig" to the class.	2. Ss study the chart and answer the T's questions or participate in drills.	2. What do you do here?	2. I $\underset{action}{\underline{\text{cut}}}$.	
		What do you need here?	I need a $\underset{equipment}{\underline{\text{clamp}}}$.	

VI. PROCEDURE – ACTIVITY 1: MAKING A CUTTING JIG

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
3. T elicits the language from the Ss for materials used in each step of the chart before they begin operation. T reviews safety in use of the saber saw drill. T leads language drills using the chart as a reference.  	3. Ss respond orally and appropriately to steps a through g.	3. What do you need?	3. I need a saw . *equipment*	
		a. Cut 3 pieces of wood. Cut thin wood with the handsaw. Cut with the saber saw. Be careful. Put your fingers here.	a. Cut with the handsaw. Cut with the saber saw.	
		b. Line and clamp up A and C. Clamp A and C with the C-clamp.	b. Line up. Clamp A and C.	

VI. PROCEDURE – ACTIVITY 1: MAKING A CUTTING JIG

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		c. Drill 3 holes with the power drill. Keep the drill straight. Put your other hand here. Wear your goggles.	c. Drill 3 holes.	
		d. Screw in the screws with a screwdriver.	d. Screw in the screws.	

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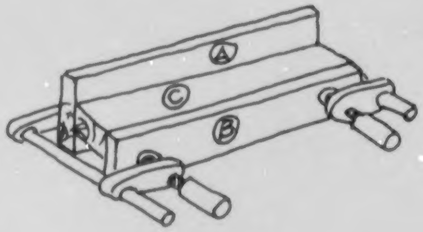
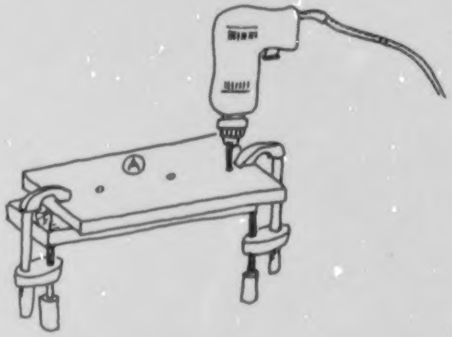
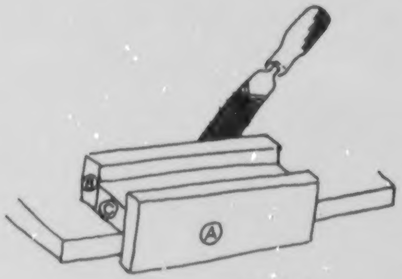
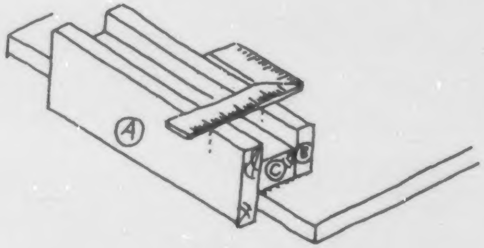
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		e. Line up B and A and C. Clamp B and A and C with the C-clamps.	e. Line up the wood. Clamp.	
		f. Drill holes with the power drill. Screw in the screws with the screwdrivers.	f. Drill 3 holes. Screw in the screws.	
		g. Rasp the wood with the file.	g. Rasp the wood.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. T distributes materials and equipment to Ss when they are able to ask for the correct item.	4. Ss begin the activity.	4. Do it now. What do you need?	4. I need a clamp. *equipment*	
		Here's one. Here they are.	All right.	
		What do you do? should	Step ______ . #	
5. After Ss complete their work, T demonstrates final step of chart, i.e., putting a 90° cut in the cutting jig. 	5. Ss complete task after T demonstration.	5. Last step. Measure two inches from the end. Repeat.	5. Measure two inches.	
		Draw a line. What will you do?	Draw a line.	
		Use the square. What?	Use the square.	
		Make a cut with the handsaw. What will you do?	Make a cut.	
		Like this. Now you do it.	OK.	

PRE-EMPLOYMENT ACTIVITY

Lesson 14 – Galang

MODIFYING A CUTTING JIG

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - a. . . . . starting and/or determining task assignments, to completing a task specification; completing a task within a given-time frame; performing as part of a team.
    - c. . . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgements for minor problems, while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
    - a. . . . . making counts.
    - b. . . . . verifying counts.
4. Competency 4: The student can measure using tools:
    - a. . . . . determining if two quantities are of legal length, volume, or weight.
    - d. . . . . measuring the length, volume or weight measurement of something using a standard tool.
5. Competency 5: The student can organize, classify, and sort discriminating between:
    - a. . . . . color code, shape, material, size.
6. Competency 6: The student can follow a sequence.
7. Competency 8: The student can utilize plans and patterns:
    - a. . . . . as input/source of information to perform a task.
8. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions.
    - b. Follow one-step directions.
        1. To start a task.
        2. To take something apart.
        3. To put something away.
    - c. Follow multiple-step directions to perform a task.
2. Competency 2: The student can follow directed instructions.
    - a. Responds negative command.
    - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
    - b. Provide feedback about quality of work.
    - c. Provide specific assessment of a product.
    - d. Describe activities in progress and needs for completion of task.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - a.. Ask for feedback.
5. Competency 6: The student can ask how to say something in English.
    - a. Ask names of workplace objects and procedures.
6. Competency 7: The student can ask and respond to items in the workplace.
    - c. Make and respond to a request for an object.

II. LESSON CLASSIFICATION

A. Rationale

1. In carpentry the need often arises for many pieces of wood to be cut to the same exact dimension, or to be cut to the same size or at exact angles. This can be done by careful measurement and cutting. However, it becomes time consuming to carefully measure each piece that is duplicated. For carpentry and certain kinds of factory work, special devices are made that help workers produce pieces exactly alike quickly. One such device is a cutting jig. It is used to make angle-cuts in wood.

B. Teaching Points

1. This lesson helps the student gain greater skill and confidence in the use of hand and power tools. Measuring skills and using a 2-dimensional drawing as a set of directions is also reinforced. The cutting jig will be modified to accommodate PVC pipe which will be used in later lessons. The drawings used to build the cutting jig will be referred to frequently to help the students produce the language required in the lesson. Safety when using tools is also stressed.

C. Teacher Note

1. When a diagram is used, it is displayed on a large chart without instructions. Before students do the activity, the teacher uses the diagram to elicit step by step directions from the students. The teacher points to the diagram and begins to ask: "What's next?" "What do you do now?"

2. Each teacher should decide how much detail to cover in this activity, and whether or not the students can successfully complete the project after the total activity is explained. They may need to be guided through the instructions block by block.

III. CULTURAL ORIENTATION

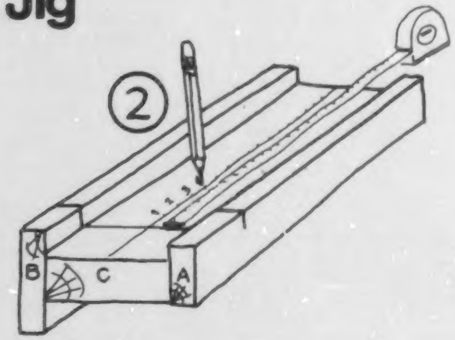
A. Designs shown in these lessons are used again in making a "Magazine Rack", "Small Factory Simulation" and "Diagrams".

IV. MATERIALS

A. Required Materials, Equipment and Supplies

4 handsaws
3 power drills
8 C-clamps
4 felt-tipped pens
4 rasps
2 squares
2 extension cords
4 tape measures
1" x 4" wood stock

Worksheet
Calibrating the Cutting Jig



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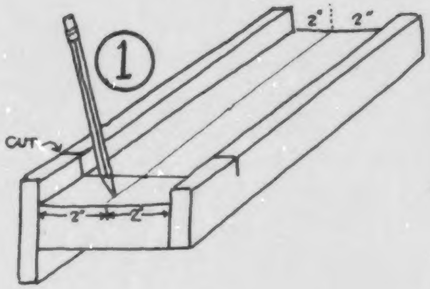

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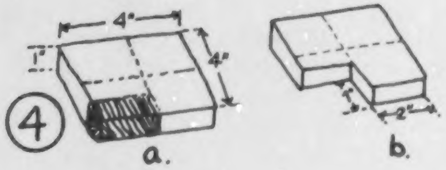

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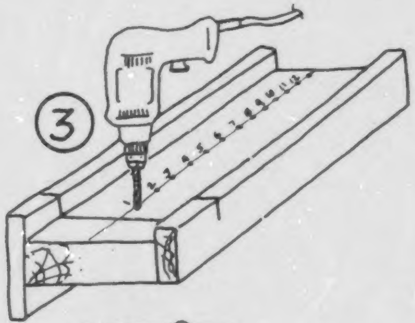

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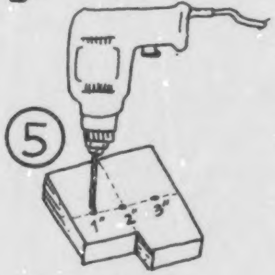

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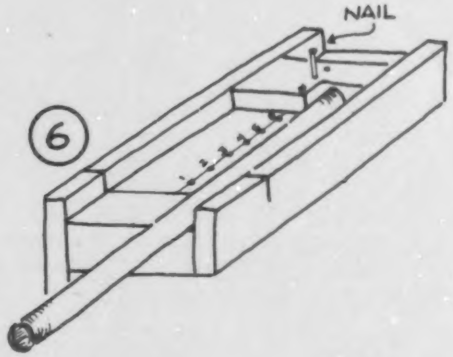

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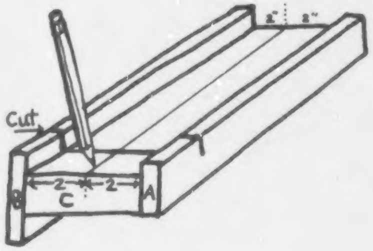
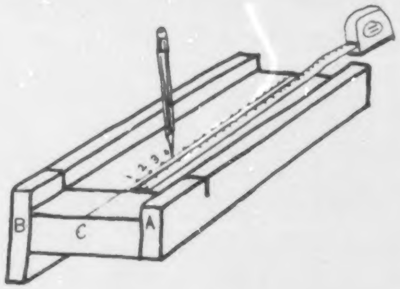
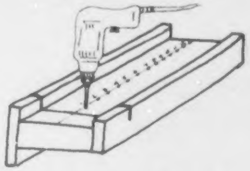
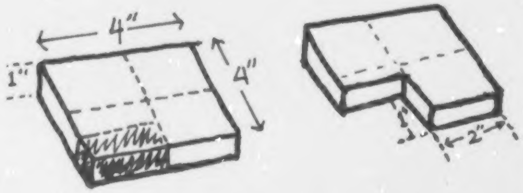
VI. PROCEDURE – ACTIVITY 1: MODIFYING A CUTTING JIG

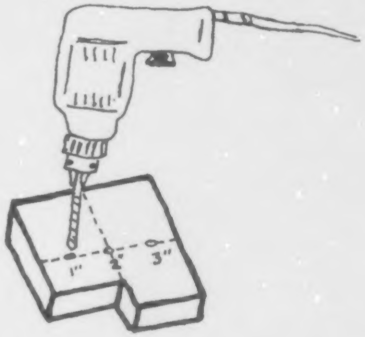
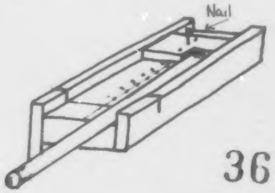
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the following steps from the chart. T should elicit language from the Ss for each step.	1. Ss study the chart and respond appropriately step by step.	1. Look at the chart. Later we will do this. See Step 1. Measure 2 inches on both sides. This way. What do you do?		
			1. Measure 2 inches.	
		Draw a line from here to here. Repeat.	Draw a line.	
Steps 1 & 2: Measure 2" on both sides from board B to the center of Board C, the floor of the jig. Draw a line lengthwise between the two points which divide the floor of the cutting jig in half.		Starting here, mark every inch with a number from 1 to 16. What do you do?	Mark every inch.	
				
Step 2: Starting at the cut, which is zero, mark every inch and label with numbers 1-6 on line C.				

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
 Step 3: Drill holes at one inch intervals, as marked, on line C. 		Drill a hole at each mark. Here, here . . . What's the third step?	Drill holes.	
2. T directs Ss to complete steps 1 through 3 of the task.	2. Ss measure, mark the jig and drill the holes.	2. Now you do it.	2. All right.	
		Is that right?	I'm not sure.	
		No, measure 2 inches.		
		Are you marking every inch?	Yes. No.	
		Be careful with the drill.	OK. No problem.	
		Is it deep enough?	Yes. No.	

VI. PROCEDURE – ACTIVITY 1: MODIFYING A CUTTING JIG

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. When Ss have completed steps 1 through 3, T stops the class and guides students through the remaining steps shown on the chart.	3. Ss follow directions and respond appropriately through Step 7.	3. Measure 4" by 4" on your wood. Now divide the block into 4 equal parts. Draw a line. Where?	3. 2" here and 2" here.	
		Now divide this section in half. Mark with a dotted line. What is this?	Dotted line.	
		Cut along the dotted line and remove the piece of wood. Like this. Understand?	Yes. No. Show me.	
a. Measure and cut a 4" x 4" piece of 1" x 4" wood stock (a). b. Using a pencil and ruler, divide the block into 4 equal parts. c. With a pencil, divide the lower left hand square in half as shown on the chart (a) by the dotted lines. d. Cut along the dotted line to remove a 1" x 2" piece of wood (b).		Finished?	Yes. Almost.	

VI. PROCEDURE – ACTIVITY 1: MODIFYING A CUTTING JIG

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Measure 1" from the edge. Here.		
		Drill 3 holes 1" apart. What do you do?		
			Drill 3 holes	
		How far apart?		
			1"	
Begin one inch from the edge and drill 3 holes spaced one inch apart. 				
Using a nail to align the holes, insert the wooden "stop" into the floor of the cutting jig. 		Take a nail. Match the holes like this. Now put the stop in here.		
			O.K.	

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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
Insert the PVC pipe so that the ends abut the stop and saw.		Insert the pipe here. Like this.		
4. T demonstrates how to insert stop into the cutting jig.	4. Ss observe and respond appropriately.	4. Put the small wood into the cutting jig. Put in a nail to hold the pipe.		
			4. Like this?	
		Yes, that's right. No, use the nail like this.		

VI. PROCEDURE – ACTIVITY 1: MODIFYING A CUTTING JIG

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T demonstrates how the "stop" can be moved along the line to match the required measurement of pipe called for in the plans.	5. Ss modify their cutting jig after a brief review of steps.	5. Move the "top" like this.	5. OK.	
6. T can show Ss completed electric lamp then ask Ss to cut the pipe the same size as those in lamp. This is a practice exercise. T should supervise and elicit appropriate language.	6. Ss measure and cut pipe as a practice.	6. Can you cut one like this? Measure it. How long is it?	6. { Yes No How long? ______ inches. #	

VI. PROCEDURE – ACTIVITY 1: MODIFYING A CUTTING JIG

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. T instructs Ss to cut the pipe needed for PVC furniture design lesson or PVC chair lesson.	7. Ss cut the pipe needed to complete their furniture design.	7. Make $\underset{\#}{\underline{\qquad}}$ of them. Keep all of these together. Tie with string. Write here: "How many" "How long" Yes.	7. Here?	

Pre-employment Activity

Galang – Lesson 15

PVC DESIGN PROBLEMS

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
    b. . . . working alone.
    c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 8: The student can utilize plans and patterns:
    a. . . . as input/source of information to perform a task.
    b. . . . as input/source of information to evaluate a task.
4. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.

B. VESL

1. Competency 1: The student can follow simple directions.
    a. Acknowledge that one is about to receive directions.
    b. Follow one-step directions
        1. to start a task.
        2. to take something apart.
        3. to put something away.
    c. Follow multiple-step directions to perform a task.
    d. Follow directions in use of hand or power tool.
2. Competency 2: The student can follow redirected instructions.
    a. Respond to a negative command.
    b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
    a. Provide feedback on progress.
    b. Provide feedback about quality of work.
    c. Provide specific assessment of a product.
    d. Describe activities in progress and needs for completion of task.
    e. Report time worked.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    a. Ask for feedback.
5. Competency 5: The student can ask for clarification.
    a. Indicate lack of understanding.
    b. Ask for clarification.
    c. Ask for help in an emergency.

6. Competency 7: The student can ask and respond to questions about items in the workplace.
    - c. Make and respond to a request for an object.
7. Competency 9: The student can use numbers.
    - c. Provide a count.
    - d. Verify a count.

II. LESSON CLARIFICATION

A. Rationale

1. Whether in the home or the factory there is often a need to use a manual or written set of instructions to assemble something. In the home it could be a new metal chair or a child's toy. In the factory there might be instructions on how to assemble a new electronic component. One major problem for many who use such manuals is how to understand or interpret the illustrations. It is particularly difficult to visualize a three-dimensional object from a two-dimensional drawing. This lesson will give students practice in using diagrams and constructing objects. It is also a continuation of a series of activities in the making of the electric lamp.

B. Teaching Points

1. Spatial perception plays an important role in understanding some fundamental math and geometric functions as well as some principles that govern modern technology. This lesson is designed to sharpen the students' visualization of a three-dimensional object represented in a two-dimensional drawing.
2. The students will use drawings of various pipe constructions, interpret them, and then assemble the construction shown. Students will use PVC pipe in this lesson to construct various kinds of designs used for the support on the electric lamp.

III. CULTURAL ORIENTATION

A. Use of a manual is stressed in "Diagrams" lesson.

B. A manual is also used for the vacuum cleaner in "Working as a Janitor".

C. Putting PVC pipes together is also done in "Following Directions".

IV. MATERIALS

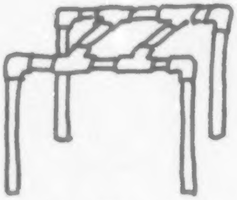
A. Required Materials, Equipment and Supplies

1. Worksheets
2. 20 Tees
3. 20 Elbows
4. Precut PVC pipes with the following dimensions:
    - a. 12 3" pipes
    - b. 10 5" pipes
    - c. 12 7" pipes
    - d. 16 11" pipes
    - e. 4 15" pipes
    - f. 2 22" pipes

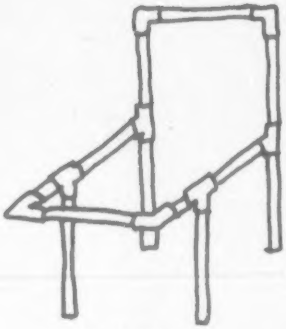
PARTS LIST

PVC Part	*Chair*	*Bed*	*Table 1*	*Table 2*
Elbows	4	4	4	8
Tees	4	8	4	4
3"	2	6	4	
5"		4	2	4
7"		4		8
11"	10		6	
15"		2		2
22"		2		

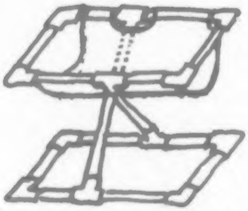
Worksheet
P.V.C. Furniture



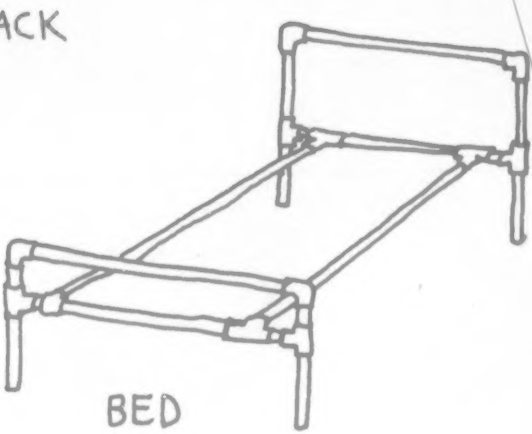
TABLE



CHAIR

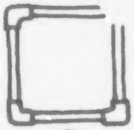


MAGAZINE RACK



BED

P.V.C. Pipe Design Worksheet



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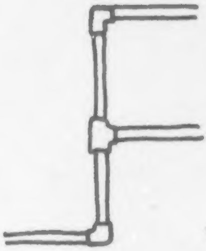

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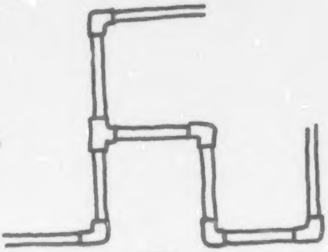

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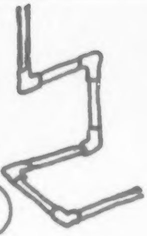

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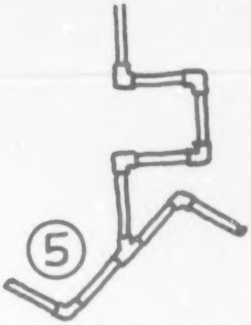

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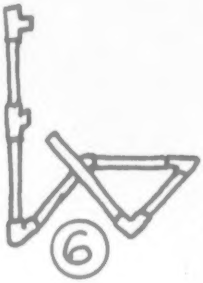

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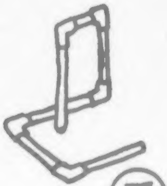

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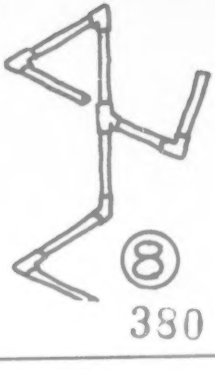

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VI. PROCEDURE – ACTIVITY 1: PVC DESIGN PROBLEM

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the lesson by showing the already assembled table lamp. A duplicate one is also shown but is lacking the electric socket and bulb. This one is given to each individual student and they are asked to make a new design changing some part of the arrangement. The purpose is not to produce a functional support for the lamp, but to see how many ways the same structure can be rearranged.	1. Ss pass the lamp around, examine it and discuss design variations.	1. Change it. Like this. You try it. What's the problem? Watch. OK? Give it to him. her.	1. I don't understand. Yes. No. OK.	
2. T then introduces a worksheet which includes 2 and 3 dimensional drawings with some missing lines. Ss are asked to first complete the 2-dimensional drawings. T should check each S's work to sure it has been done correctly.	2. Ss demonstrate their ability to build the 2-dimensional examples on the worksheet.	2. Look at the picture. Can you make these drawings? That's wrong.	2. I'll try. Sure. This one? Why?	

VI. PROCEDURE – ACTIVITY 1: PVC DESIGN PROBLEM

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T then discusses the difference between a flat versus a three-sided design or between two and three dimensions. The Ss are asked to take each of the 2–dimensional designs and rearrange them in different ways to get three-dimensional structures. Then they can continue on to complete the 3–dimensional examples on the worksheet.	3. Ss continue with work on the 3-D examples and finish building the three dimensional designs.	3. Which pipe do you need?	3. This one. That	
		Are they the same size?	Yes. No.	
		That pipe's too short. long.	Oh.	
4. Suggestions As Ss construct each of the designs shown on the paper, T should ask whether the drawings indicate that all the pieces of pipe are the same size. T should continue to make sure the angles of their structures are the same as shown on the worksheet.	4. If Ss are having difficulty constructing designs three, four or five, have them go back to designs one, two, and three and reconstruct them. Then have them twist the various parts and see if these new arrangements look like others on the worksheet.	4. Is it OK?	4. Yes. No. I'm not sure.	
		Look at the picture.	Yes, it's OK.	
		Is s/he right?	Yes. No.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. The second worksheet shows the construction of tables, beds, and chairs all using various length pipes. The method of distribution of these pipes to the various group can vary. It is an excellent opportunity to compare lengths and check measuring skills. T introduces the second worksheet. Ss should be encouraged to look carefully at the drawings before construction. Each group should be limited to construction from their set of pipes.	5. Ss examine the drawings and assemble the items one by one.	5. Look at the picture. What is this?	5. Pipe	
		How long is it?	3 inches	
		Is it long or short?	not long not short medium	
		How about this one?	11 inches.	
		Is it long or short?	Long.	
		This is the longest. shortest. Understand?	Yes. No.	
6. Note: Another suggestion from a pre-employment teacher is to challenge Ss to create a bed, chair, etc. from their pipes. If they do not come up with a drawing equivalent, the worksheet drawing is then introduced and the Ss attempt to reproduce it.		Can you make this?	Yes. Sure.	
		Which pipe is this? (on worksheet)	This one.	

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VI. PROCEDURE – ACTIVITY 1: PVC DESIGN PROBLEM

P.E.T. LESSON 15 Galang

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		What do you need?	I need a tee . *part*	
		Connect these. Put it together.	I used 4 pipes and 3 elbows.	
		All set?	Not yet.	
		Are you finished?	Yes. No. Not yet.	
		Disconnect these.	OK.	
		Take it apart.	OK.	

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Pre-employment Activity

Galang – Lesson 16

ELECTRICAL CIRCUITS I & II

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
    - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgements for minor problems, while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts.
4. Competency 5: The student can organize, classify, and sort discriminating between:
    - a. . . . color code, shape, material, size.
5. Competency 6: The student can follow a sequence.
6. Competency 8: The student can utilize plans and patterns:
    - a. . . . as input/source of information to perform a task.
    - b. . . . as input/source of information to evaluate a task.
7. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions
    - b. Follow one-step directions.
        1. to start a task.
        2. to take something apart.
        3. to put something away.
    - c. Follow multiple-step directions to perform a task.
    - d. Follow directions in use of hand or power tool.
2. Competency 2: The student can follow redirected instructions.
    - a. Respond to a negative command.
    - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
    - b. Provide feedback about quality of work.
    - c. Provide specific assessment of a product.
    - d. Describe activities in progress and needs for completion of task.
    - e. Report time worked.
    - f. Acknowledge and apologize for mistakes, poor performance, being late and absent.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - a. Ask for feedback.

5. Competency 5: The student can ask for clarification.
    a. Indicate lack of understanding.
    b. Ask for clarification.
    c. Ask for repetition of demonstration.

6. Competency 9: The student can use numbers.
    c. Provide a count.
    d. Verify a count.

II. LESSON CLARIFICATION

A. Rationale

1. Usually the professional electrician should locate and fix any problems that occur with electrical circuits. However, it is useful to know how lights and other kinds of electrical equipment are connected. This knowledge is useful not only in recognizing potential safety hazards, but also in locating very simple problems such as a burnt out bulb, a faulty plug or a bad starter in a fluorescent light. This lesson will help the student understand what is meant by an electrical circuit and how to cope with simple electrical problems.

B. Teaching Points

1. There are at least two types of learning outcomes which result from doing this activity. Students are continuing to practice reading and interpreting diagrams and drawings. This lesson moves to a more abstract presentation of information in the form of a schematic drawing. Some students may have difficulty in interpreting what the drawing means and may need help. Additionally, students will learn more about the properties of electricity. One cannot expect them to fully understand the difference between series and parallel circuits, but they should at least recognize that there are significant differences. Troubleshooting with a flashlight is their chance to apply what they have learned in all the previous lessons on electricity.

Steps 1 through 4 can be done in one 2-hour lesson and steps 5 through 9 is a second lesson. If time remains, the teacher can return to game playing with the attribute cards.

III. CULTURAL ORIENTATION

A. Electrical safety is touched on in "Safety" and "Home" lessons.

B. Faulty wire is part of "Maintenance of Equipment" and "Piecework and Sequence of Operations" lessons

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. Worksheets:
    a. Series and Parallel Circuits
    b. Switches
2. Each student group (lesson 1)
3. 2 testers to be used as a source of electricity
4. 6 Christmas lights
5. Alligator clips, red and black
6. Wire
7. 2 Wire cutters
8. 2 Razor knives
9. Each student group (lesson 2)
10. 1 Protoboard
11. 1 Test light/battery holder
12. 1 Screwdriver
13. Paper clips
14. Large headed nails
15. Defective flashlights (used in Activity 2)

Worksheet
Series and Parallel Circuits

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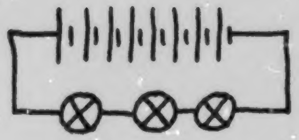

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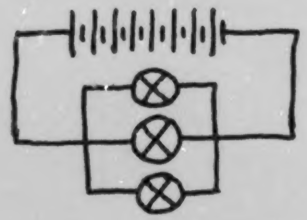

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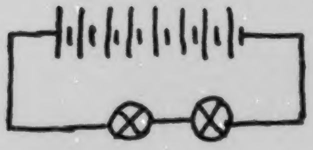

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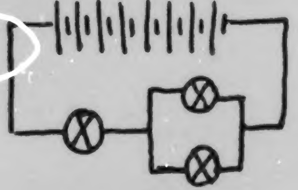

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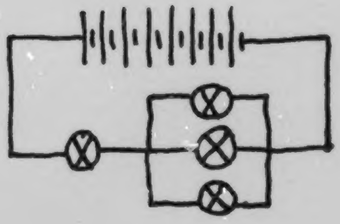

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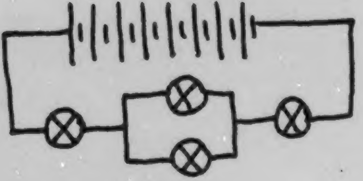

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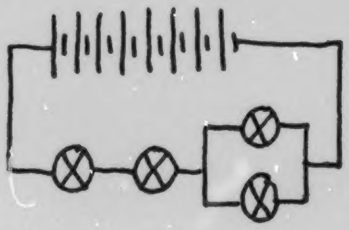

Switches Worksheet

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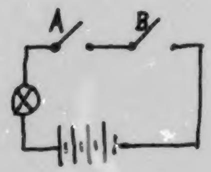
SWITCH A	SWITCH B	LIGHT?
OPEN	CLOSED	
CLOSED	OPEN	
CLOSED	CLOSED	



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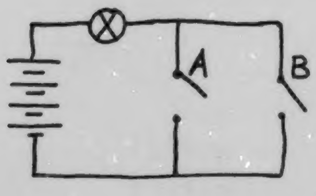
SWITCH A	SWITCH B	LIGHT?



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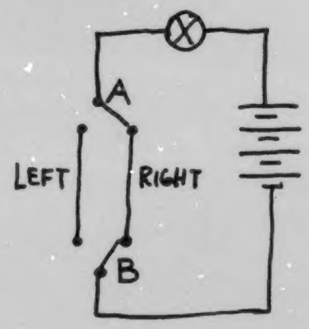
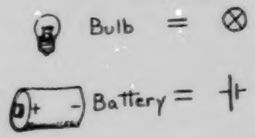
SWITCH A	SWITCH B	LIGHT?
LEFT	RIGHT	
RIGHT	RIGHT	
RIGHT	LEFT	
LEFT	LEFT	

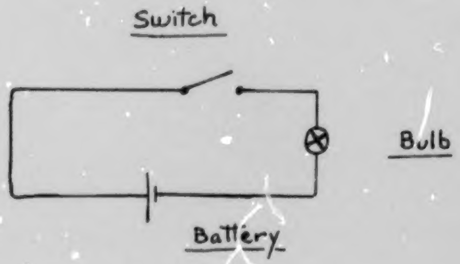


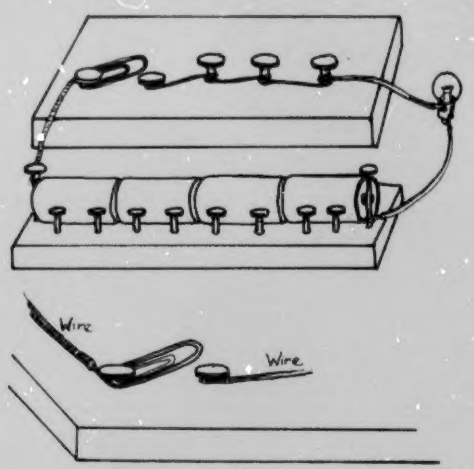
VI. PROCEDURE – ACTIVITY 1: ELECTRICAL CIRCUITS I & II

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
1. T should thoroughly review with Ss the previous lessons on electricity. The emphasis should be on examples of electrical circuits. Have Ss also recall the results of using more than one battery to burn out different bulbs.	1. Ss participate in the review and respond appropriately.	1. What's this? Look here. Positive. Negative. This is the plan for a battery.	1. A battery. light bulb.	
2. T introduces the worksheet on series and parallel circuits, explaining how the two new symbols will now stand for batteries and bulbs. T should construct the first example with Ss so that they fully understand how the schematic represents a circuit. X bulbs ⊣⊢ batteries Symbols 	2. When Ss construct each circuit they should write down whether or not each bulb lights and whether it is bright or dim.	2. Look at example number ______. # How many batteries? Count. This is a Christmas light. What is it?	2. ______ # 1, 2, 3 . . . A Christmas light.	

VI. PROCEDURE – ACTIVITY 1: ELECTRICAL CIRCUITS I & II

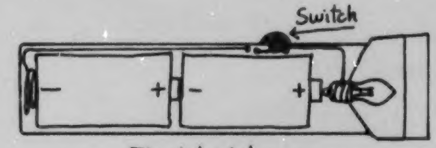
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. In the discussion of the examples on the worksheet, the T should have the Ss compare results. T asks questions to help Ss express their understanding of what is happening when the electricity goes through those lights that are parallel to each other.	3. Ss construct circuits #1 and 2. If possible, Ss explain in a simple way why there is a difference. Ss construct circuits #3, 4, 5 and light them all at the same time. Ss construct circuits #6 and 7 and discuss differences between the two circuits.	3. Is it bright or dim?	3. { Bright. Dim.	
		Which is brighter? dimmer?	This one. That	
		Which is the brightest? dimmest?	This one. That	
		Are they the same? different?	{ Same. Different.	
		This is a series circuit. parallel	{ Series. Parallel.	
		Is this a series or parallel?	{ Series. Parallel.	
4. T can create new circuit diagrams and have Ss speculate on results.	4. Ss check their guesses by constructing some of the new circuits. If the Ss feel comfortable with the information, the voltmeter can be introduced here.	4. Will the bulb light?	4. { Yes. No.	
		Can you make it?	Sure.	
		Is this a parallel circuit? series	{ Series. Parallel.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/L[illegible]RACY
5. Before introducing the worksheet on "Switches", the T should explain the use of the terms open and closed circuits. T should also demonstrate how a switch works in a simple circuit and demonstrate the various other switches in the classroom.  	5. Ss observe and respond appropriately.	5. Watch me. Open. The circuit is open. The light is off. Open — off. Repeat.	5. Open-off.	
		The circuit is closed. The light is on. Closed—on.	Closed-on.	
		Is this open? closed?	Open. Closed.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
6. T introduces worksheet on "Switches". T helps students construct the first circuit shown on the worksheet. T should aid the Ss in setting up their boards appropriately. One of the purposes of the exercise is to have them think about circuits in a more abstract manner so that they can picture them in their minds. It is important that they predict what will happen ahead of time.  Board with paper clip switch	6. Ss work to construct the drawings and fill in the worksheet.	6. Look at number 1. How many batteries? item	6. ______ batteries \#	
		Close switch B. Is the light on?	No.	
		Close switch A. Is it on now?	No.	
		Close A and B. Now?	Yes.	
		No, that's wrong.	Can you show me?	
		Write yes here. no	I see.	
		Do it again.		

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. After discussing all of the examples on the second worksheet, T can ask Ss to consider how the fluorescent lights are connected to the switches in the classroom. Are there separate switches for each light? Are the switches in series or parallel? If one of the fluorescent lights is unscrewed, will the others go out? Have them try.	7. Ss participate in the discussion using appropriate language and perform the actions as directed.	7. Turn this on. off.	7. OK.	
		Does the light go on? off?	Yes. No.	
		Are the lights in series? parallel?	Series. Parallel.	
If there are various kinds of switches available, they can be taken apart and investigated by Ss.		Unscrew the light. Do they all go off?	Yes. No.	
8. Trouble Shooting Flashlights: T explains that circuits fail both at home and/or at work. Simple ways of checking a circuit are often used to find out what is wrong. This is called trouble shooting.	8. Ss receive flashlights which have been changed in some way so that they no longer function.	8. Take a flashlight. Make it work. Can you do it?	8. Yes.	
Teacher Note: In setting up the flashlights beforehand, T can use stencil correction fluid to disrupt circuits between batteries or within the circuit of the flashlight.	Ss use the bulb test apparatus they constructed in lesson 6 to determine what is wrong with the flashlight.	What's wrong?	This. That. The wire. The bulb is bad. The battery is dead.	
		Use the test light.	OK.	
		Fix it.	I'll try.	

VI. PROCEDURE – ACTIVITY 1: ELECTRICAL CIRCUITS I & II

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
9. T reassembles the group and asks Ss what was wrong with the flashlight. As a group, T and Ss draw a diagram of a flashlight on the board.  Flashlight	9. Ss draw a diagram of the flashlight. Ss trace the circuit and discuss where in the flashlight the circuit was broken.	9. What's wrong?	9. This. That. Here. The wire. The bulb is bad. The battery is dead.	

Pre-employment Activity

Galang – Lesson 17

MAKING PANCAKES

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task. with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
    a. . . . making counts
4. Competency 4: The student can measure using tools:
    d. . . . measuring the length, volume or weight measurement of something using a standard tool.
5. Competency 6: The student can follow a sequence.
6. Competency 8: The student can utilize plans and patterns:
7. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.
    a. . . . as input/source of information to perform a task.

B. VESL

1. Competency 1: The student can follow simple directions.
    a. Acknowledge that one is about to receive directions.
    b. Follow one-step directions.
        1. to start a task
        2. to take something apart
        3. to put something away
    c. Follow multiple-step directions to perform a task.
    d. Follow directions in use of hand or power tool.
    e. Respond to simple cautions and negative commands.
    f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
    a. Responds to negative command.
3. Competency 3: The student can provide feedback on performance of task.
    a. Provide feedback on progress.
    b. Provide feedback about quality of work.
    c. Describe activities in progress and needs for completion of task.
    f. Acknowledge and apologize for mistakes, poor performance, being late and absent.

4. Competency 7: The student can ask and respond to questions about items in the work place.
    a. Ask or tell the location of an object or place.
    b. Ask or tell who has an object.
    c. Make and respond to a request for an object.
5. Competency 9: The student can use numbers.
    c. Provide a count.
    d. Verify a count.
    e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. Certain processes at home or at work require close attention if a good product is to be made. Using glue, mixing plaster or cement are examples of jobs that require a knowlege of timing. If chemicals are not mixed in the right proportions or not heated properly, a poor product may result. Cooking pancakes is a simple example of many situations where close attention is important. If the batter is cooked too long, the pancakes will burn. If it is not cooked long enough, it will be raw and inedible. Practice with such a process will develop attention and judgment; both are important traits in any worker.

B. Teaching Points

1. In this lesson students learn how to make pancakes by following a set of written instructions. Doing this activity in sequence is important because it determines the quality of the final product. Cooking the pancake requires close attention and it will take practice to know when to turn it over and how long it should cook. This lesson will also provide further practice in weighing solids and measuring liquids.

III. MATERIALS

A. Required Materials, Supplies and Equipment

1. 2 scales
2. 4 measuring cups
3. 4 pint containers
4. 4 measuring spoon sets (1 tsp., 1 tbsp.)
5. 4 bowls for mixing batter
6. newspaper
7. 4 electric stoves/heating elements
8. 4 spatulas
9. 8 spoons powdered milk
10. drinking water and container
11. baking powder
12. margarine
13. sugar
14. flour
15. 4 eggs

Suggested Supplies and Materials

1. napkins
2. plates and forks
3. jam or syrup

Bernie's Galang Pancakes

Ingredients:

Powdered Milk
Water
Flour
Sugar
Baking Powder
Egg

1. Weigh 3 ounces of powdered milk, put in smallest measuring cup.

2. Fill measuring cup with water to the highest mark

3. Weigh 8 ounces of flour, put in the mixing bowl

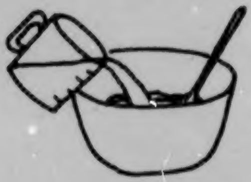
4. Add 3 tablespoons of sugar
   and
   3 Teaspoons of baking powder

5. Mix flour, sugar and baking powder

6. Pour milk into larger measuring cup

7. Add one egg to the milk and stir well

8. Add egg and milk to the flour, stir well



Stop

Teacher Demonstrates How to Cook Pancakes

A. Add ½ teaspoon of margarine to pan, wait until margarine bubbles.
B. Pour batter until you have a 4 inch circle
C. Wait until lots of bubbles appear in batter
D. Turn over pancake with spatula
E.. Eat and enjoy

V. PROCEDURE – ACTIVITY 1: MAKING PANCAKES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T gives a brief description of what pancakes are and how they are cooked. T can discuss how similar cakes are made in Vietnam. T explains that Ss will be given a recipe to read and they will mix the ingredients as it indicates.	1. Ss respond appropriately.	1. Recipe. This is a recipe. Today we're making pancakes.	1. Recipe.	UTENSILS cup measuring spoon bowl spoons spatula
2. T introduces the ingredients and utensils used to make pancakes. T reviews the action verbs involved in the preparation process. T should review the use of measuring spoons, scale, and measuring cups. For lower level Ss the steps of the recipe can be reviewed, not by actually mixing, but by showing the actions that would be taken in following the recipe.	2. Ss follow the teachers lead and respond with appropriate language or physical imitation.	2. Get me a cup. *utensil* Can you get me another cup? *utensil* Who's got a cup? *utensil* Give it to me. her. him. [T demonstrates]	2. Here's a cup. Sure. I do. He does. She O.K.	

V. PROCEDURE – ACTIVITY 1: MAKING PANCAKES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		What am I doing with the scale?	Weighing.	VERBS
		Am I weighing? mixing?	Yes. No.	weigh add mix pour
		I add this to this. What?	Add.	
		Now what am I doing? Remember?	Mixing.	
		Now I pour the mixture into the pan. What do I do?	Pour.	
		Any questions?	What's this?	
		Pouring.		

V PROCEDURE – ACTIVITY 1: MAKING PANCAKES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T hands out the recipe sheet. When Ss receive worksheets and supplies, they should be reminded that following the sequence shown in the recipe is important. The ingredients should be mixed well. T supervises each S and solicits appropriate language.	3. Ss work through step 7.	3. Look at the recipe. What can I give you?		INGREDIENTS
			3. I need milk. *ingredient*	milk water flour sugar baking powder eggs
		Are you finished?	Yes. No, not yet. I need more time.	
		This is called the batter.	Batter.	
4. T demonstrates how to get the pan ready for cooking and how to cook the pancakes. Remind the Ss that a pancake should be no bigger than 3 or 4 inches in diameter. This will insure that they will be cooked all the way through.	4. Ss proceed to make their own pancakes with guidance from teacher.	4. Add ½ t. margarine to the pan. Wait. These are bubbles. What are these?	4. Bubbles.	
		The margarine is now hot. Like this. This big.	O.K.	
		Now turn it over with the spatula.	Turn it.	
		How does it taste?	Good. Bad. O.K.	
418				419

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Wait. Too much. little.		
			Like this?	
		Not like that. See? Now turn over pour add milk. *ingredient*		
		What are you doing now?		
			I'm weighing.	
		Look here. It's ready. Turn it over. Be careful. It's hot. How does it taste?		
			Good. Bad. O.K.	
		It's not cooked.		

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. The remaining part of the lesson can be used to help Ss better understand the concept of fractions and fractional parts. T introduces fractions: ¼. ½, and ¾ cup.	5. Ss measure and record the following: How many ½ cups to make one whole cup? How many ¼ cups to make one whole cup? If you measure four ½ cups into a container, what is the final volume? If you measure eight ¼ cups into a container, what is the final volume? If you measure three ¼ cups into a container, what is the final volume?	5. This much is ½ cup. ¼ cup. ¾ cup.		WRITING ¼ ½ ¾ cup(s)
		[Holding a cup] How many ½ cups? ¼	5. Two. Four.	
		Put 4 half cups in this. How much is it?	1 pint. 2 cups.	
		Put 8 one-quarter cups in this. Are they the same?	Yes.	
		How much?	1 pint.	
		Is it more than 1 cup?	Yes.	
		How many cups is it?	Two.	
		Put 3 one-quarter cups in this. Is it more than 1 cup?	No.	
		How much is it?	¾ cup.	
		All set?	Yes.	
		Clean up now. (2 ½ cups = 1 cup) (4 ¼ cups = 1 cup)-		

Pre-employment Activity

Galang – Lesson 18

MAKING A FLOOR PLAN

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - b. . . . working alone.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomlish the task with minimal or no additional training.
3. Competency 4: The student can measure using tools:
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
4. Competency 8: The student can utilize plans and patterns:
   - b. . . . as input/source of information to evaluate a task.
   - c. . . . as output/product.
5. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.

B. VESL

1. Competency 1: The student can follow simple directions
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
     1. to start a task
     2. to take something apart
     3. to put something away
   - c. Follow multiple-step directions to perform a task.
   - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to negative command.
3. Competency 3: The student can provide feedback on performance of task.
   - a. Provide feedback on progress.
   - b. Provide feedback about quality of work.
   - c. Provide specific assessment of a product.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - a. Ask for feedback.
5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
6. Competency 9: The student can use numbers.
   - e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. Finding an office in a large building or locating a store in a large shopping center is a common problem for many. Usually there are maps or diagrams at the entrance that indicate where offices or shops are located. Locating an item in a roomful of many objects such as a storeroom may also require the help of a diagram. Blueprints and schematic drawings are also frequently used in various work situations which require placing or finding the object. This is especially true in large warehouses or factories. It is important to know how to use a floorplan, maps or locational diagram; they all require practice to be able to decipher and use the information presented.

B. Teaching Points

1. In this lesson students will measure in inches and convert to feet. They will have further practice in use of graph paper. In the process of doing the lesson, they will develop an understanding of ratios and scale. By constructing floorplans themselves, students can better understand what is meant by scale and proportion, and know how to interpret these kinds of drawings.
2. This is a 2-day lesson. On the second day if time remains T. can return to A-cards game playing.

III. CULTURAL ORIENTATION

A. Floor plans are used in "Home" lesson and "Working In A Factory".

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. 5 tape measures
2. 10 rulers
3. pencils
4. blank paper
5. ½" graph paper

V. PROCEDURE – ACTIVITY 1: MAKING A FLOOR PLAN

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T, having given the rationale, asks Ss to draw a floorplan of the classroom. Any person should be able to look at the floorplan and know the dimensions of the classroom and where desks and benches are located. The drawing should be from the point of view of a person on the second floor looking down at the first floor. T supervises work to guide students in completing a floorplan, not a picture of the classroom. Note: For this exercise, the T may want to simplify the room arrangement.	1. Ss observe and respond appropriately during the introduction. Then they begin drawing and finally complete the floor plan on a blank sheet of paper.	1. Take a pencil and a piece of paper. Today we're going to draw a floor plan of the classroom. Like this one. What is it?	1. Floor plan.	
		Is it the same as a picture?	Not the same. Different.	
		Go ahead. Draw. No, no legs! [table] Who's finished?	I am. Me.	
		Give me your paper. All set.	Yes.	
2. T stops drawing activity after allowing no more than ten minutes. T discusses with students the details shown in their drawing. Which drawings have a lot of detail? Which drawings have the least number of lines, but the most information? Do the drawings tell where everything is located? The idea of scale should be discussed.	2. Ss discuss with teacher. Native language can be used.	2. Native language: Where are you?	2. Here. (points to map).	
		Where is the door? chair? bench?	Here.	
		Is the table next to behind in front of the bench?	Yes. No.	
		Is the map right?	Yes. No.	

V. PROCEDURE – ACTIVITY 1: MAKING A FLOOR PLAN

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T hands out grid paper and asks Ss to make another floorplan showing tables and benches to the same scale as the walls of the room. Before Ss begin drawing, T should discuss and illustrate on the blackboard the conventions for indicating doors and windows on a floorplan. The point should again be reinforced that objects should be drawn in proper relation to each other.	3. Ss re-draw the room using grid paper.	3. Look over here. Door, window. Do you know what do do? Draw the classroom again. Use this paper.	3. { Yes. No.	
4. T briefly examines Ss' finished product. Ss, as a group, correct gross errors.	4. Ss examine each other's work and, as a class, correct errors.	4. Is this right? Where is this? the table? etc?	4. { Yes. No. Here.	

V. PROCEDURE – ACTIVITY 1: MAKING A FLOOR PLAN

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T will again ask Ss to draw a floorplan of the classroom, but this final plan will show accurate dimensions and scale. T reviews the use of the tape measure and the measurements "foot" and "inches". T directs Ss to measure the length and width of the room and any additional objects that will help clarify the task.	5. Ss participate in the review and respond to language and directions by measuring the room and other objects.	5. Measure the table. wall. bench. Measure. From here to here. there Look. Here to here. How many inches? feet? 18 inches = how many feet?	5. What should I do? From where to where? _____ inches # feet 1½ feet	
6. T then discusses drawing to scale. Questions: a. How are the squares on the grid paper used to represent width and length? b. Should one square represent one foot? c. Should one square equal one foot? how many squares equal 2 feet or 3 feet? How many squares equal thirty feet? T shows Ss how to indicate the room's length and width on a new sheet of graph paper. 431	6. Ss together draw some measurements to scale using graph paper.	6. OK. One square = 1 foot How many squares equal six feet? How about 6'6"? Draw the walls. Can you do it? Measure it. How many squares?	6. Six squares. Six and ½ squares. {I think so. {I'm not sure. _____ . #	432

Pre-employment Activity

Galang – Lesson 19

MAKING ICE CREAM

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - a. . . .starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
    - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts
4. Competency 4: The student can measure using tools:
    - b. . . . duplicating the length, volume or weight of something without the use of standard tools.
    - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
5. Competency 5: The student can organize, classify, and sort discriminating between:
    - d. . . .weight
6. Competency 6: The student can follow a sequence.
7. Competency 8: The student can utilize plans and patterns:
    - a. . . . as input/source of information to perform a task.

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions.
    - b. Follow one-step directions.
        1. to start a task
        2. to take something apart
        3. to put something away
    - c. Follow multiple-step directions to perform a task.
    - e. Respond to simple cautions and negative commands.
2. Competency 2: The student can follow redirected instructions.
    - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
    - b. Provide feedback about work quality.
    - c. Provide specific assessment of a product.

d. Describe activities in progress and needs for completion of task.
f. Acknowledge and apologize for mistakes, poor performance and being late and absent.

4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.

   b. Ask for assistance or advice from a supervisor or co-worker.

5. Competency 7: The student can ask and respond to questions about items in the work place.

   c. Make and respond to a request for an object.

II. LESSON CLARIFICATION

A. Rationale

1. This activity is similar to the lesson "Making Pancakes". A set of instructions are to be followed in a sequence and judgments made at critical points in the process. When making ice cream using a tin can in a bucket, the sides of the can must be scraped occasionally to hasten the freezing process. If the can is opened too often, the milk won't freeze. If it is not opened at all, it takes a long time to freeze. Observation and judgments are required in this process as in the home and on the job. Using observation and judgement to change or interrupt a process is a useful skill in a variety of jobs.

B. Teaching Points

1. A new skill that is introduced in this lesson is using and reading a thermometer. Students continue to practice measuring liquids and solids. They also follow a sequence of directions to produce a product.

C. Teaching Note

1. A half day before the lesson starts, place a bucket of water in a refrigerator. Chilled water, when used to make the ice cream mixture, will speed the freezing process.

III. CULTURAL ORIENTATION

A. Following recipes reinforced in both "Restaurant" lessons.

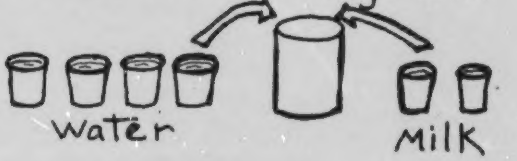
IV. MATERIALS

A. Required Materials, Equipment and Supplies

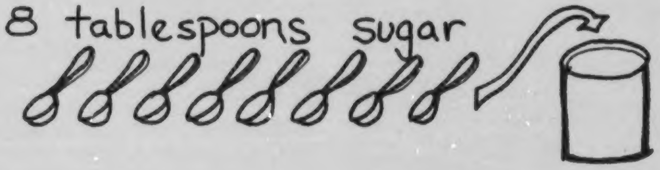
1.	4-5	Buckets
2.	2	Buckets filled with water
3.	2	Buckets filled with drinking water
4.	4	Large tin can with lid
5.		Measuring cups
6.	8	plastic drinking cups
7.	8	Spoons
8.	4	Measuring spoon sets (tsp/tbsp)
9.	4	Thermometers
10.		Ice
11.	4	PVC pipe stirring sticks for ice
12.		Rock salt
13.	1	Can Powdered milk
14.	1	Gallon can Ovaltine
15.	2	Bottles Vanilla concentrate 4 oz.
16.	1	Bottle Lemon concentrate 4 oz.
17.		Sugar
18.		Newspaper
19.	1	Hammer

Ice Cream Recipe

① Mix 4 cups water with 2 cups powdered milk in large can. STIR WELL

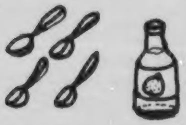


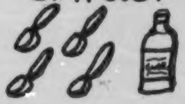
② Add 8 tablespoons sugar



③ Add:

4 teaspoons lemon flavoring or 4 teaspoons Vanilla extract or 4 tablespoons Milo*





④ Stir Well

* Milo is a chocolate drink mix

VI. PROCEDURE – ACTIVITY 1: MAKING ICE CREAM

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the lessons by telling Ss through the interpreter that they will be making ice cream. Questions: a. How do Ss think ice cream is made? b. What are the ingredients? c. How is the mix frozen?	1. Ss participate in the discussion.	1. Native language.		
2. T introduces the thermometer and, using a drawing, shows Ss how to read the temperature. The recipe for ice cream is not posted until students are able to read a thermometer.	2. Ss read the thermometer and state the temperature of the air in the classroom.	2. This is a thermometer. Repeat. What's the temperature of the room? $\underset{\#}{\underline{95}}$ degrees.	2. Thermometer. $\underset{\#}{\underline{95}}$ degrees.	

VI. PROCEDURE – ACTIVITY 1: MAKING ICE CREAM

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T passes out buckets with about one cup of water in the bottom.	3. Ss check the temperature of the water in the bucket.	3. I have put a little water in the bucket. What's the temperature?	3. $\underset{\#}{\underline{45}}$ degrees.	
4. T then gives Ss pieces of ice about the size of a fist to put in their buckets. T instructs Ss to compare their thermometer reading of the ice water with their first test of water temperature. The buckets are set aside while Ss prepare the ice cream mixture.	4. Ss check the temperature of the water with ice.	4. Put your ice in the bucket. Stir it. What's the temperature.	4. $\underset{\#}{\underline{32}}$ degrees.	

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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T gives Ss recipe for making ice cream: Recipe for Ice Cream: – 4 cups water – 2 cups powdered milk – 8 tablespoons of sugar – 2 teaspoons of vanilla extract As alternate flavoring, Ss can try 4 teaspoons of lemon flavoring, or 4 tbspoons of Milo.	5. Ss follow the recipe directions. Ss measure ingredients into a large can. They should stir well to make sure milk and sugar have dissolved.	5. Take a recipe. Can you do it? If you have a question, ask me.	5. Sure. Yes. No. O.K.	
6. When Ss have finished preparing the ice cream mixture, the remaining ice should be evenly divided and added to each group's bucket. No additional water need be added to the bucket. T instructs Ss to weigh 10 oz. of salt and add a little at a time to the ice, stirring well after each addition and then checking the temperature. The temperature of the water, ice and salt mixture should be 20° F. Ice should be added until the thermometer reads 20° F.	6. Ss measure 10 oz. of salt and add it to the ice a little at a time. After each addition they stir well and check the temperature of the water, salt and ice. Ss stir with a stirring stick, not the thermometer, until the salt dissolves. Additional salt may be added if the temperature does not drop to 20° F.	6. Stir it well. No, not enough. Keep going. Put 10 oz. of salt into the bucket. Stir it. Yes. What's the temperature? It needs to be 20° F. You need more salt. Add more salt.	6. O.K. O.K.? _______ degrees,F. # All right.	

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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. When the temperature drops to 20° F, T demonstrates how to place the tin full of ice cream mixture into the bucket full of ice, water and salt. T shows students how to turn the tin can. After five or ten minutes, T instructs Ss to open the lid and see whether or not the milk has started to freeze. If so, the sides of the tin are to be scraped quickly, the lid replaced and the freezing process continued.	7. Ss add their tin to the ice bath and stir and scrape until the milk has frozen.	7. Put the tin can in the bucket. Turn the can like this. In 5 minutes, check it.	7. O.K.	
		Don't look yet. Scrape the sides. Like this. Scrape the bottom. Be careful. Don't let the salt go inside. Is it finished?	Not yet.	
		How's it going?	Almost finished. Slow. O.K.	
		How does it taste?	Good. Yum-yum.	
		O.K. Clean up.		

Pre-employment Activity

Galang – Lesson 20

MAKING A PVC PIPE CHAIR

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgements for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts.
   - b. . . . verifying counts.
4. Competency 4: The student can measure using tools:
   - a. . . . determining if two quantities are of equal length, volume, or weight.
   - c. . . . using standard tools, determining whether duplicated items are equal.
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
5. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.
   - b. . . . as input/source of information to evaluate a task.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
     1. to start a task
     2. to take something apart
     3. to put something away
   - c. Follow multiple-step directions to perform a task.
2. Competency 3: The student can provide feedback on performance of task.
   - a. Provide feedback on progress.
   - b. Provide feedback about quality of work.
   - c. Provide specific assessment of a product.
   - d. Describe activities in progress and needs for completion of task.
3. Competency 7: The student can ask and respond to questions about items in the work place.
   - c. Make and respond to a request for an object.
4. Competency 9: The student can use numbers.
   - c. Provide a count.
   - e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. On the job or at home the refugee will frequently be confronted in America with the task of assembling an object from diagrams alone.

B. Teaching Points

1. In this lesson Ss are asked to interpret a rather complex 3 dimensional diagram and use the information from the diagram alone to construct a PVC pipe chair. Ss must work in groups and the teacher should encourage the groups to plan the construction together and divide the tasks. Ss have already had experience with PVC pipe construction and measurement.

2. Ss work in groups to assemble the chairs. Ss should dip the joints in dishwashing detergent as they assemble the chair to make joining parts as easy as possible.

III. CULTURAL ORIENTATION

A. Assembly from diagram also done in C.O. "Diagrams" lesson.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

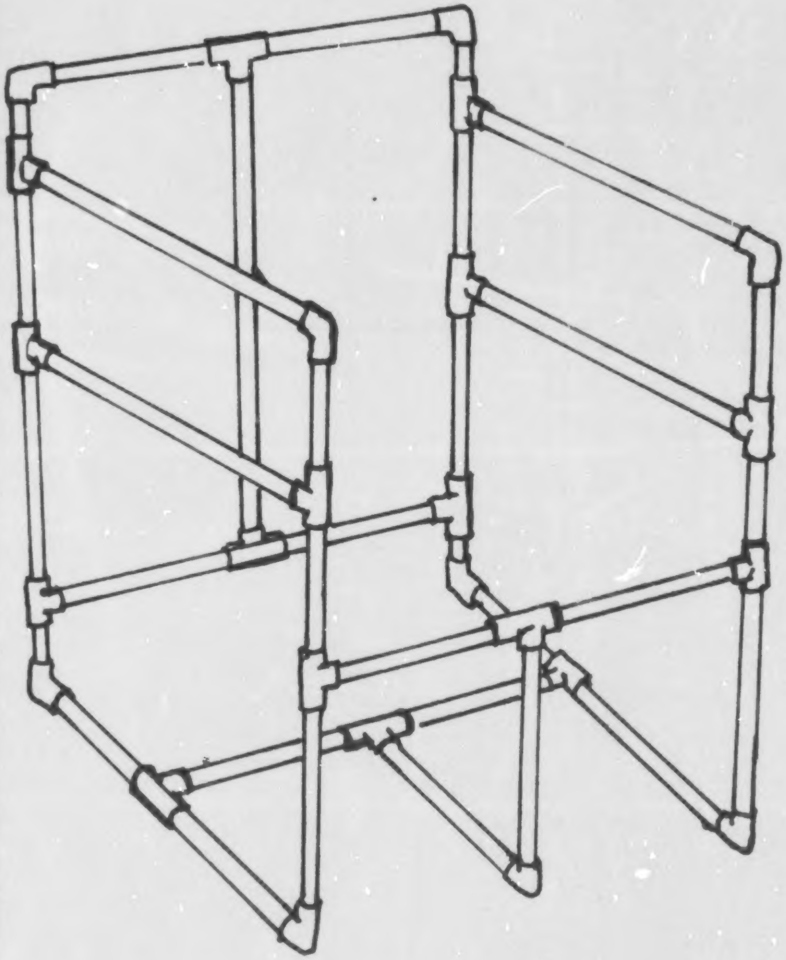
1. PVC pipe
2. elbow connectors
3. tee connectors
4. hacksaws
5. cutting jigs
6. measuring tape
7. dishwashing detergent

B. Required Materials, Equipment and Supplies

For Classes Assembling the Chair From Precut Pipes

1.	4	3" pipes
2.	6	5" pipes
3.	11	9" pipes
4.	5	10" pipes
5.	2	11" pipes
6.	5	22" pipes
7.	9	elbow connectors
8.	16	tee connectors for each chair assembled.
9.		Worksheet: PVC Pipe Chair (4)

P.V.C. Pipe Chair



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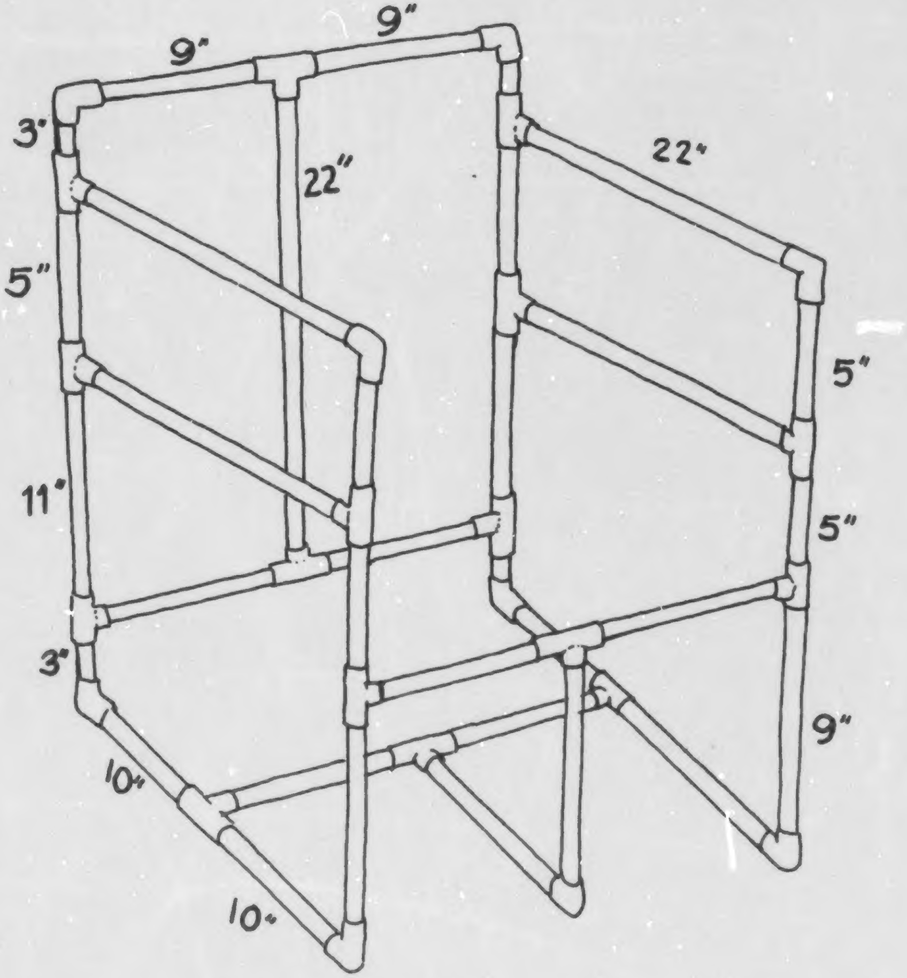
P.V.C. Pipe Chair



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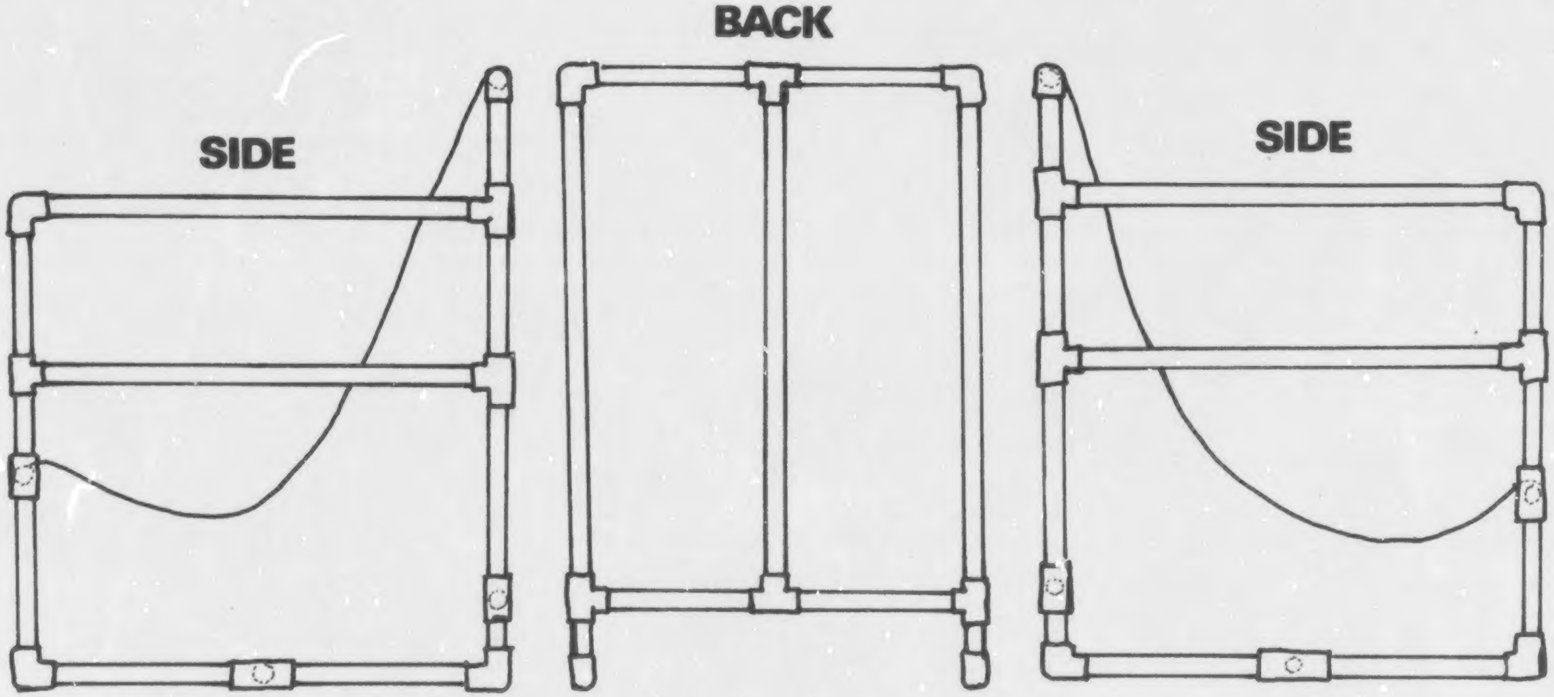
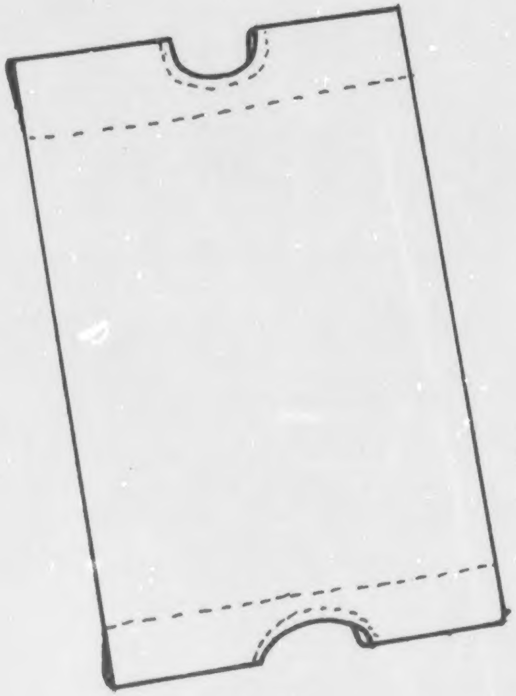
P.V.C. Pipe Chair



P.V.C. Pipe Chair



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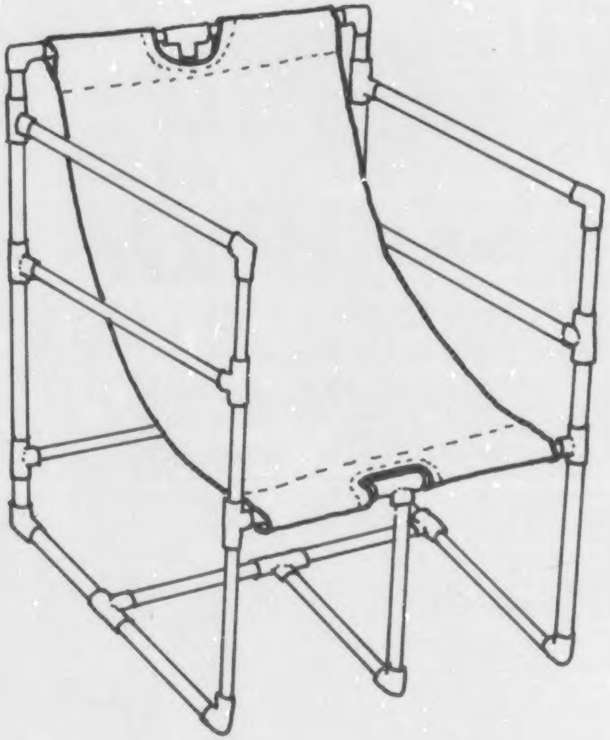

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VI. PROCEDURE – ACTIVITY 1: MAKING A PVC PIPE CHAIR

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T shows the Ss a 3-dimensional drawing of a PVC pipe chair. Using their experiences with PVC pipe construction, Ss are asked to recall the names of the components of the chair in the picture.	1. Ss study the drawing presented and respond to the teacher's questions using appropriate language.	1. Let's review. What's this?	1. PVC pipe. Elbow. Tee. Cloth.	
2. Referring to the Ss work with cubes, the T ask Ss the terms needed to describe the sides of a cube. T refers to the diagram of the PVC chair and labels each side with Ss help.	2. Ss respond with appropriate language.	2. What's this?	2. A cube.	
		Which side is this?	Front. Back.	
		Is this the right side of the chair?	Yes. No.	
		Which side is this?	Left. Top. Bottom.	

VI. PROCEDURE – ACTIVITY 1: MAKING A PVG PIPE CHAIR

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T leads Ss through the drawing helping them to discover the information that can be derived from the drawing. Questions: a. How many pipes and various connectors are needed? b. What are the lengths of pipes in the drawing. c. How are the 2–dimensional drawings of the right, left and back sides of the chair to be labeled? d. What are the equivalent parts in the 2-D and 3-D drawings?	3. Ss may come to the front of class to identify pipes, etc. in question and to prove answers.	3. How many elbows are pipes tees there? How long is this pipe? How many 5" pipes? Show me. Where is it here? [points to drawing]?	3. ______. # ______ inches. # ______. # Here, here, . . . There.	TOOLS pipe elbow tee hacksaw cutting jig tape measure
4. T divides the class into groups of 3-4 persons and instructs them to make a list of materials for constructing the chair.	4. Ss, in groups, must determine the materials and supplies needed to make the chair. They must compile a list of: — the tools they need (i.e. hacksaw, cutting jig) — the numbers of the various chair components they will need (i.e., # elbow, tees) — estimate the number of feet of pipe they will need for the chair construction (converted from inches to feet).	4. What do you need? How many feet of pipe do you need?	4. I need a pipe *tool* ______ feet. #	

VI. PROCEDURE – ACTIVITY 1: MAKING A PVC PIPE CHAIR

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
	Ss cut pipes needed using the cutting jig or take what they need from the supply of pre-cut pipes.			
5. T distributes supplies as Ss request them. Once construction has begun, T can assist and supervise various groups.	5. Ss begin construction of chair.	5. What do you want? need?	5. I need a pipe . want *tool*	
6. T should encourage comparison between each group. Note: Ss can take chairs apart by following step-by-step oral instruction given by the T. Each group of students should be given a chair which they did not assemble to perform the following tasks while disassembling the chairs: a. Double check the accuracy of pipe measurements using the construction diagram as a guide. b. Compare lengths and express differences in appropriate language. same/different long/longer/longest short/shorter/shortest	6. When finished, all Ss should check the quality and comfort of the chairs produced by each group.	6. Which is good? are Which are not as good? Which is best?	6. That one. Those. That one. Those. This one.	

Pre-employment Activity

Galang – Lesson 21

TESTING CIRCUITS – MYSTERY BOXES

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgements for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 5: The student can organize, classify, and sort discriminating between:
   - b. . . . number codes, letter codes, alphanumeric codes.
   - c. . . . function.
4. Competency 6: The student can follow a sequence.
5. Competency 8: The student can utilize plans and patterns:
   - c. . . . as output/product.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
     1. to start a task
     2. to take something apart
     3. to put something away
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of hand or power tool.
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to negative command.
   - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
   - c. Provide specific assessment of a product.
4. Competency 7: The student can ask and respond to questions about items in the work place.
   - a. Ask or tell the location of an object or place.
   - c. Make and respond to a request for an object.
5. Competency 9: The student can use numbers.
   - e. Read and report a measurement.

II. LESSON CLARIFICATION

A. Rationale

1. In electronic assembly plants, as in many similar factories, testing components with meters is standard operating procedure. The meters used are sometimes simple to operate while others may be quite complex. Using a meter to test a system or component can be difficult, especially for the first time user. However, confidence can be quickly gained by using a simple testing procedure and meter. The experience can help the student approach a more complex test with less fear.

B. Teaching Points

1. This lesson will provide practice in using an electronic volt meter to solve a problem that cannot be seen directly. The "Mystery Boxes" contain both complete and incomplete circuits made of wires, batteries and bulbs. The volt meter is used to test the unseen circuits. The lesson reinforces previously explored concepts about electricity.

C. Teacher Note

1. Electrical activities may prove difficult for certain groups, the lesson should be adapted to the group's level. Teachers should remember their goals:
   a. To acquaint Ss with a testing device.
   b. To work on diagram skills.
   c. To encourage further understanding of electricity.
   d. To cultivate logical thinking.

III. MATERIALS

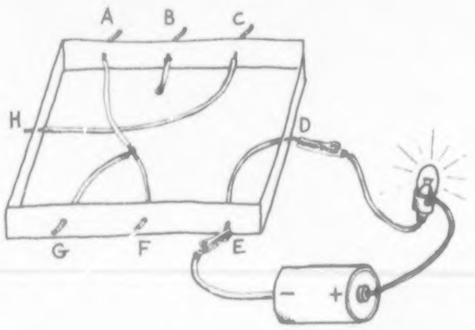
A. Required Materials, Equipment and Supplies

1. 5 Test lights made in previous lesson
2. 5 Meters — measuring volts
3. Mystery boxes prepared before the lesson:
   a. 10 Wire connections only
   b. 5 Wire connections, batteries or bulbs
   c. 5 Wire connections, batteries and bulbs
4. Pencils
5. Paper
6. Rulers

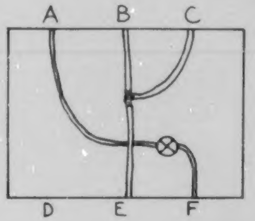
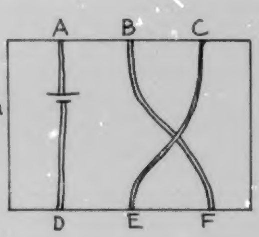
IV. PROCEDURE – ACTIVITY 1: TESTING CIRCUITS – MYSTERY BOXES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T reviews use of the test light and how it was used to test conductors and non-conductors by testing several objects.	1. Ss participate in the review using appropriate language.	1. Does the nail light *item* it up.	1. Yes, it does. No, it doesn't.	ITEMS nail plastic jar folded cloth scissors
2. T also reviews the concept of a circuit using examples from the previous lessons on electricity.	2. Ss respond as appropriate.	2. This is a wire. These are wires. Is this circuit open? closed?	2. Open. Closed.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. Using an interpreter, the T explains that many circuits are small or hidden from view, especially electronic circuits used in radios, television sets or small appliances. If the circuit is not closed because of faulty soldering, or a loose component, the trouble may be difficult or impossible to detect by visual inspection. Test meters, such as a volt meter, are used to locate such problems.	3. Native language explanation. Ss participate in the discussion using their own language.	3. Native language.		
4. T then displays a mystery box in which some wires have been connected to each other and other wires go nowhere. The box is convered with a lid.	4. Ss observe.	4. Some wires are connected, but some are not connected. Check the wires with the test light.		
		Which wires are connected?	4. A & B are. That one and that one.	
		Which wires are not connected?	E & G are not. That one and that one.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T then demonstrates how the test light can be used to determine which wires are connected to each other. 	5. The Ss are to each test two of the mystery boxes and draw a diagram of the wires they have determined are connected. Having done so, they can take the tape off the boxes and see if they are correct.	5. This is a diagram.	5. Diagram.	
		Draw the diagram for your box.		
		Look inside.		
		Is your diagram correct?	Yes. No.	
		What's the matter?	This is wrong.	
T instructs Ss to begin their test and carefully draw a diagram of the hidden wires.				

IV. PROCEDURE – ACTIVITY 1: TESTING CIRCUITS — MYSTERY BOXES

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
6. T introduces a new set of mystery boxes one with a light inside and the other with a battery inside. As before, Ss are to use their test light to determine how the box is wired and which connections have a battery or bulb. T reviews the symbols for a light bulb and battery, i.e., X bulb ⊣⊢ battery Questions: a. What would you expect to happen if there is a bulb inside the box? b. What would happen if there is a battery inside the box? T directs the Ss to test and diagram their findings.	6. Ss use the test light to determine the workings of their boxes. This set of boxes has a light or battery inside. Ss should discover which and indicate it on a new diagram for their boxes.	6. There are some bulbs or batteries inside. There are some wires too. Check the wires with the test light. Which wires are / aren't connected?	6. A & B are. E & G are not.	
		Is there a battery or bulb inside? Which one is inside — a battery or a bulb?	Battery. Bulb.	
		Where is the bulb? / battery?	Between A & B, etc.	
 Bulb causes a decrease in current  Battery causes an increase in current		Draw the diagram. Look inside. Is your diagram O.K.?	Yes. No.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. T introduces another set of boxes containing both light bulbs and batteries and instructs Ss to repeat the test and diagram procedure.	7. Ss test and draw diagrams for the wiring in their box.	7. There are some bulbs or batteries inside.		
		There are some wires too.		
		Check the wires with the test light.		
		Which wires are aren't connected?	7. A & B are. E & G are not.	
		Is there a battery or bulb inside? Which one is inside – a battery or a bulb?	Battery. Bulb.	
		Where is the bulb? battery?	Between A & B., etc.	
		Draw the diagram. Look inside. Is your diagram, O.K.?	Yes. No.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
8. If Ss are comfortable with their discoveries, the T may introduce the use of the voltmeter. Various boxes can be re-tested. Ss should be s asked to predict the meter reading.	8. Ss use the voltmeter to test various connections inside the mystery boxes.	8. Use the meter. Check the battery. Red to + . Black to — . How many volts?		
			8. $\underset{\#}{\underline{4}}$ volts.	
		Check the bulb. How many volts?	$\underset{\#}{\underline{2}}$ volts.	
		How many volts inside? Guess.	$\underset{\#}{\underline{2}}$ volts.	
		Use the meter to check. What does it say?	$\underset{\#}{\underline{2}}$ volts.	
		Draw the diagram.		
		Look inside. Is your diagram good?	Yes, it's O.K. No, it's wrong.	

Galang

Cultural Orientation Lessons

Galang
Cultural Orientation
Lessons

Pre-employment Cultural Orientation

Galang – Lesson 1

INTRODUCTION TO THE PRE-EMPLOYMENT PROGRAM

I. COMPETENCIES COVERED

A. VESL

1. Competency 7: Ask and respond to items in the workplace.
    - a. Ask or tell the location of an object or place.
    - b. Ask or tell who has an object.
    - c. Make and respond to a request for an object.

B. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
    - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

II. LESSON CLARIFICATION

A. Rationale

1. The purpose of this lesson is to give the students some background information about the Pre-employment Program and to clear up any misconceptions they may bring with them concerning the program. It is also designed to introduce tools, skills associated with the use of tools, and the VESL language that will be used in the program. The lesson is designed to familiarize the student with various approaches to training used in the pre-employment classroom and relate these to beginning jobs in the U.S. workplace.

B. Learning Outcomes

1. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Become familiar with the tools and activities to be used in the Pre-employment programs, become aware of the varying levels of technology that may be experienced in the U.S.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Class sets of drawing "This, That, These, Those"

IV. PROCEDURE

A. Introduction of Teacher, Translator and Students

1. If class has already participated in a basic skills lesson, begin with a brief discussion of that activity. If they have not yet completed a Pre-employment lesson, proceed to the following:
    - a. Briefly discuss the students' expectations of the Pre-employment Program.
    - b. Ask students to describe what they believe they will be doing during the next six weeks.
    - c. Explain why A-B level students must attend this program.
    - d. Ask how useful they expect the concepts learned in the program to be when they arrive in the U.S.

B. Technology (40 min.)

1. Briefly discuss the students' prior experience at work and at home with technology. Questions:
   a. What kinds of jobs they did in Vietnam?
   b. What tools did they use?
   c. How did they learn to use these tools or other skills?
   d. How long did it take to learn this skill?
   e. Ask about tools used in the U.S. Are they different from those used in Vietnam. How are they different?
2. Show the class some simple and complex tools that will be used in the Pre-employment program. Questions:
   a. Are they familiar with these tools?
   b. What are their functions?
   c. How much skill is needed to use them?
3. Introduce the English names of the tools. You may want to use some pictures of tools as examples such as those shown in the "Oxford Picture Dictionary".

C. VESL Introduction (40 min.)

1. Using TPR (Total Physical Response), introduce the words, A, THE, THIS, THAT, THESE, THOSE.

Examples:
Give me A screwdriver (meaning any one)
Give me THE large screwdriver (meaning a specific one)
Give me A nail
Take THIS screwdriver (singular and near to you)
Take THAT screwdriver (singular and far from you)
Take THESE screwdrivers (plural and near to you)
Take THOSE screwdrivers (plural and far from you)

2. Hand out the worksheet, ask the students for the appropriate response for each picture. Have them practice saying the sentences.

LOOK AT THIS
THAT
THESE
THOSE

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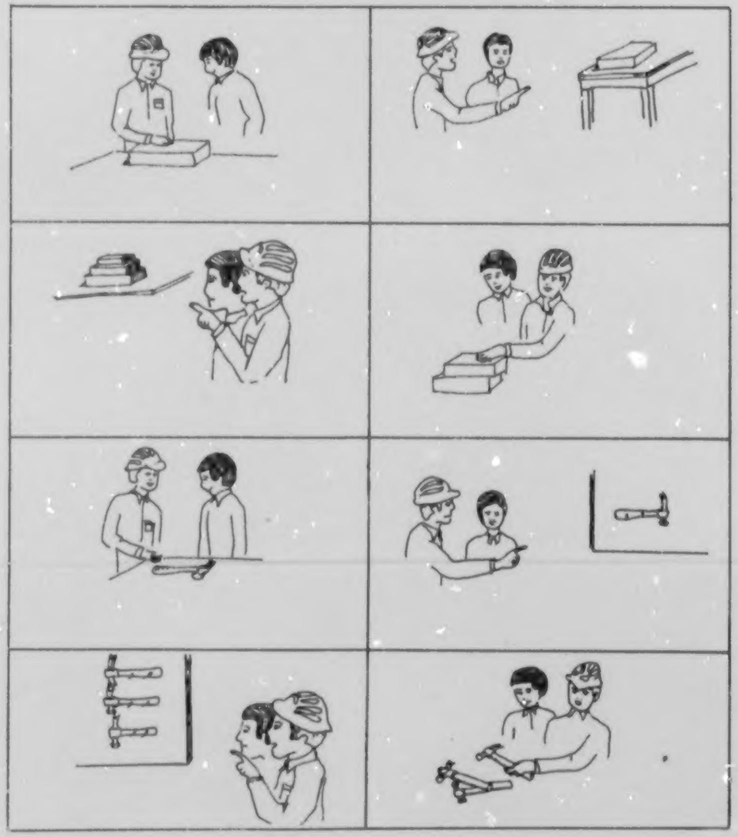
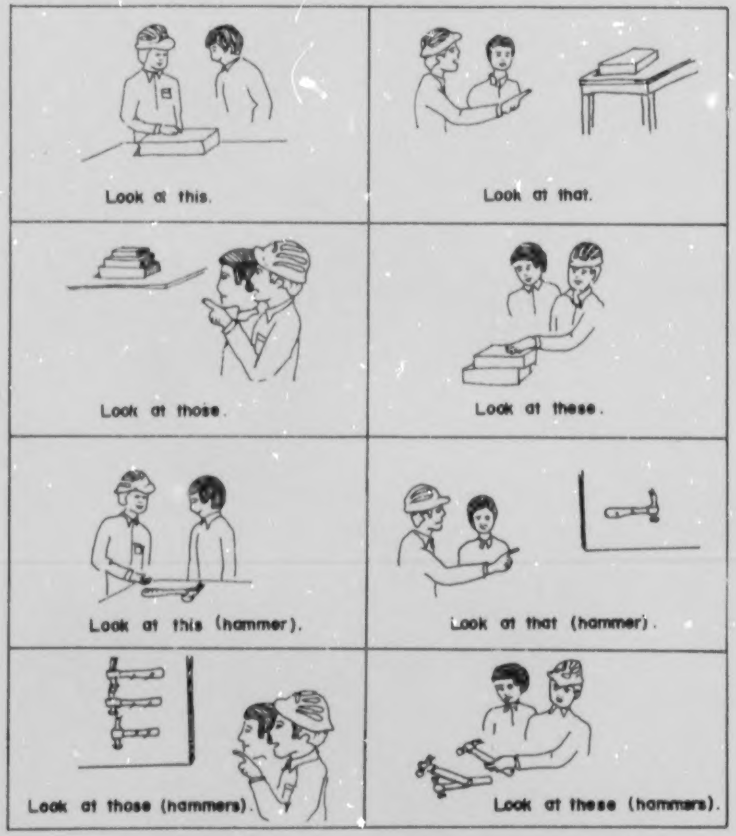
STUDENT HANDOUT

THIS · THAT · these · those



TEACHER'S COPY

THIS · THAT · these · those


Look at this.
Look at that.
Look at those.
Look at these.
Look at this (hammer).
Look at that (hammer).
Look at those (hammers).
Look at these (hammers).

Adapted from **English For Your First Job**, Gage, Prince, Fuller and Rygg-Nordell, 1980, Office of the Superintendent of Public Instruction, State of Washington.

Pre-employment Cultural Orientation

Galang – Lesson 2

EMPLOYMENT PROFILE

I. COMPETENCIES COVERED

A. Cultural Orientation

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
   a. Student can relate training to common entry level jobs generally available to refugees.
   b. Given the employability profiles, previous work experiences and the current employment situation in the US., student can establish realistic goals.
2. Competency 7: Students understand that work habits and decisions affect present and future employment prospects.
   a. Student can state the components of a good work record.
   b. Student can state possible consequences of losing (being laid off or being fired), changing or quitting a job.

II. LESSON CLARIFICATION

A. Rationale

This lesson is designed to help develop realistic strategies for gainful employment. It is important to stress the severity of the unemployment problem in the U.S. In this manner the refugees can begin to establish realistic goals for their employment, individual refugee skills identification will not be covered. Rather, the lesson will concentrate on skills needed for entry level jobs that are generally available for refugees and how pre-employment training relates to these skills. Examples of entry-level jobs available to refugees will be given and skills needed for these jobs will be identified along with the general characteristics of each job. Unemployment will be discussed.

B. Learning Outcomes

1. Students will be able to state how severe the unemployment situation is in the U.S and why it will probably be necessary to take an entry-level job.
2. Students will be able to give examples of some common entry-level jobs available to refugees and the minimal skills needed for these jobs.

III. MATERIALS

A. Required Materials, Equipment & Supplies

1. Class set of the open-ended story "Duc's Family". (optional).

IV. PROCEDURE

A. Short Discussion of Previous Pre-employment Activites.

B. The Employment Situation in the U.S. (60 mins.)

1. Brief discussion of the expectations of students relating to their chances of employment in the U.S. At this time the discussion should be based on what the students have heard from friends and relatives in the U.S.
2. Introduce the Employment Poster
3. Show the class the "Employment Situation in the U.S." poster, and use it for discussion and a simple explanation of these points:
   a. There are many people who are unemployed (out of work and looking for a job).
   b. It is getting more difficult to find work.
   c. Many government job training programs are being reduced or even eliminated.

d. In the U.S. people's status in society is based on their job. Unemployment causes psychological and family problems.

e. In the U.S. many refugees do not have their extended family to help them. The extended family helps to support each other in difficult times. In the U.S. many refugees have only a few people from their family; they are more isolated.

f. Most of the jobs in the "want-ads" are skilled jobs that require English.

C. Open-ended Story – "Duc's Family"

1. Many points relating to employment are reinforced by putting them in the context of a family's situation.

DUC'S FAMILY

By Mark Bishop

Duc and his wife Anh are considered lucky by many of their Vietnamese friends. They were able to escape Vietnam with all three of their children. Duc's mother and father have been in America for the past two years. They are all living together in a small two room apartment in Los Angeles. Duc was a mechanic in Vietnam but his sponsor could help him get a job as a janitor at the local school.

Anh used to work as a seamstress in a factory, but was laid off after working only two months. She is sad because now she does not have enough money to send to her parents who are still in Vietnam. Duc did not like it when Anh was working. Anh worked during the day while Duc worked at night. They did not get to spend much time together with their family. Duc also thought that Anh should be home more with the children.

Duc does not like his job. He wants to be a mechanic again but his English still needs to improve. He visited a garage and saw that it looked very different from where he worked in Vietnam. There were some tools that he was not familiar with. He was sure that if he got some more training and learned English he would be a good mechanic.

Duc's parents are too old to work. Duc's oldest son is 17 years old; old enough to work. Duc wants to keep his son in school. Duc also wants to go to a vocational school to get more training, but it is very expensive.

2. Discussion Questions

a. What do you think Duc should do?

b. Should he keep his job, or quit and try to find a better paying job?

c. Duc's son is willing to quit school and work to help his family. Should Duc allow his son to work or should he tell him to stay in school?

d. Should Duc's wife Anh stay home with the children more or look for another job?

e. How do you think Anh felt when she was laid off her job?

f. How do you think Duc feels about working as a janitor?

g. In Vietnam, Duc lived with his parents and another brother's family. How would the problem of Duc's be solved if there were more family members living with them?

h. In America many of you will have a much smaller family living with you. What will you be able to do when problems like Duc's face you?

D. Entry-Level Jobs in the U.S. (50 mins.)

1. Give the students the handout of Entry-Level jobs. Introduce the English names of some of the more common jobs i.e. Janitor, Busboy, Dishwasher, Assembler, Clerk, Laborer, etc.

2. Other Entry Level Jobs -- Bell hops in hotels, laundry workers, assistant carpenters, electricians, plumbers, painters, mechanics, maintenance workers, warehouse workers, pickers (for farms), gardeners, and others.

3. Entry-Level Jobs for Refugees Ranked According to Availability.

a.	Restaurant/ Food Service :	waiters, waitresses, busboys, dishwashers, some cooks, prep persons
b.	Domestic Janitorial :	janitors in offices, factories, hotels, schools and many other places.
c.	General Factory: Worker :	assemblers, stock clerks, general laborers, dock workers, some machine operators.

d. Production Sewing: Needle trade workers using "large power sewing" machines.

e. Clerical/Sales/Service : File clerks, countersales, service station attendants, cashier, stock clerks.

E. Skills Needed for Entry-Level Jobs

1. Point out the skills needed for these kinds of jobs. Explain that they will practice some of these skills and jobs in class. Pictures from the booklet "Your New Job" may also be useful in describing these jobs.

   a. Questions:

   1. Why are these the most common types of jobs available for refugees?
   2. What skills do they bring with them from Vietnam?
   3. What skills do they need to learn before working in the U.S.?

2. Entry-level jobs may require both a specific skill and a general skill common to most jobs. Some of these skills are:

   a. Simple English for following directions, reporting problems, asking for help.
   b. Some basic arithmetic skills: addition, subtraction, multiplication, division.
   c. Sorting skills: Sorting by letter, number, size, shape or color.
   d. Working with both hand and electric tools.
   e. Following instructions, and reading diagrams.
   f. Working well with American co-workers and supervisors.

   The three areas most commonly employing refugees will be explored along with the specific skills needed for jobs in these areas. They are: Restaurants Jobs, Maintenance Jobs and Assembly Work.

F. Some Characteristics of Entry-Level Jobs

1. In addition to the skills required, there are other characteristics that can be mentioned about these jobs. Copies of pictures from "English That Works" may be helpful for this portion of the lesson. Some of the characteristics are:

   a. Entry-level jobs usually require little training; if training is required, it is done on the job.
   b. Many of these jobs are on a part-time basis, work is done only a few hours a day or a few days per week. This means there is less pay per week. Some people work at two part-time jobs for more money, or work part-time and study English part-time.
   c. The most common way to be paid for a beginning job is on an hourly basis. Hourly pay can be low by U.S. standards, about $3 to 4 per hour. Because workers are paid on an hourly basis they are required to use a time clock to keep track of their time.
   d. Many of these jobs, especially janitors and restaurant workers, require their employees to work second or even third shifts. Second and third shifts work late at night and early in the morning.
   e. Entry-level jobs may also be more boring, require heavy or dirty work, or may even be more dangerous than other jobs.

PRE-EMPLOYMENT CULTURAL ORIENTATION

Galang – Lesson 3

FOLLOWING DIRECTIONS AND WORKING IN GROUPS

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts
2. Competency 6: The student can follow a sequence.
3. Competency 8: The student can utilize plans and patterns:
    - a. . . . as input/source of information to perform a task.

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions.
    - b. Follow one-step directions.
    - c. Follow multiple-step directions to perform a task.
    - d. Follow directions in use of a hand or power tool.
2. Competency 2: The student can follow directed instructions:
    - a. Respond to negative commands.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - a. Ask for feedback.
    - c. Ask for help in an emergency.
4. Competency 5: The student can ask for clarification.
    - a. Indicate lack of understanding
    - b. Ask for clarification.
5. Competency 6: The student can ask how to say something in English.
    - a. Ask names of workplace objects and procedures.
    - b. Ask for meaning of English words.
6. Competency 7: The student can ask and respond to items in the work place.
    - a. Ask or tell the location of an object or place.
    - b. Ask or tell who has an object.
    - c. Make and respond to a request for an object.

C. Cultural Orientation

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
    - a. Student can relate training to common entry-level jobs generally available to refugees.

II. LESSON CLARIFICATION

A. Rationale

Students, by this time, have participated in at least three Basic Skills activities where they have worked in groups while carrying out a sequence of directions. The importance of following directions is evident in any job trainee role, and this is a preparatory lesson for an activity titled "Job Training Role."
Due to the nature of this lesson, VESL language will be used. Some of the clarification language may be new to the students, however, and may need special emphasis in Pre-employment CO.

B. Learning Outcomes

1. Students will be able to listen to, repeat and carry out a sequence of simple instructions.
2. Students will be able to state whether or not they understand a command.

[illegible]. Students will begin to use "clarification" language to ask for directions or redirections in task.

III. MATERIALS

A. Required Materials, Equipment a[illegible]lies

1. 2 Cans of nails — two [illegible]nt sizes
2. 2 Cans of screws — tw[illegible]ifferent sizes
3. 1 Can of bolts
4. 1 Can of nuts and/or washers
5. 3 pieces of scrap wood
6. 3 hammers
7. 3 screwdrivers
8. 3 folding rulers
9. Several pieces of pipe 3", 5", 10" — 16 of each
10. Connectors for the pipe — 16 elbows and 16 tees

IV. PROCEDURE

A. Hold a short discussion about the previous basic skills activities. In addition to asking technical questions to discover how much of the lessons the students understood, questions should be asked about following directions:

1. Does following directions make a task easier?
2. Can you understand all of the directions?
3. What do you do when you cannot understand a direction?

B. There should also be some discussions held with students working in groups.

1. Does working with others make a task easier?
2. Do your co-workers help in clarifying directions?
3. Is it important to communicate with others in a group?
4. Why is it important to communicate?

C. Discuss cultural differences between Vietnamese and Americans when following directions, asking for clarification, or working in groups. Possible points for discussion:

1. Americans often divide a task and each member of a group works separately.
2. When Americans are unclear about a task they do not hesitate to ask questions, even to a supervisor.

D. Following Directions

1. The teacher gives a short series of simple directions to a student.
   a. Take the can of nails.
   b. Take 10 nails out of the can.
   c. Pass can to ________ .
      name
   d. Give 3 nails to ________ .
      name
   e. Give 4 nails to ________ .
      name

2. Teacher asks: "How many nails do you have?" "Hammer 2 nails into the wood." Repeat this procedure with 3 or 4 students. If student makes a mistake, do not ask the rest of the class if it is correct. Instead, the teacher, in a firm voice, says, "NO! That is Wrong!" This should be a one-on-one dialogue between student and teacher; a simulation of a trainee and supervisor. When teacher says "NO" this may cause some initial confusion. The teacher is promoting some kind of clarification and apology from the student, such as, "I am sorry, I do not understand" or something similar. If there is confusion after the teacher says "NO", teacher should ask the class, "What should you say?" If the students do not understand, then use the translator as a model and then have the students repeat the clarification and apology. Praise the students when they ask for clarification after making a mistake.

3. Give examples of unclear directions. There are many kinds of directions that may be unclear to the students especially because of their limited vocabulary. Continue giving directions to students. First use familiar objects but speak unclearly. Then fail to give enough information in the directions so that students must ask for the missing details. Finally, combine unclear speech and incomplete directions about an unfamiliar object.

Listening	*Speaking*
softly spoken ______ name, give softly spoken ______ name the nails.	Give who the nails?
	Give him what?
Give him the pliers (tool)	What do I give to ________ (name)?

4. The examples that follow need repetition and practice, more than is usual. The words being introduced are for specific situations requiring clarification.

Listening	*Speaking*
Put the nails over there (without pointing).	Where?
Give one of these cans to her.	Which ______ ?
softly spoken ______ name, give softly spoken ______ name the nails.	I don't understand
Give ______ name the nails.	Give who the nails? What do I give to ______ name? Give ______ name what?

5. Examples of some commands with unfamiliar words. (Screws, nuts-and bolts, under, over, in, on, outside, inside, etc.)

Listening	*Speaking*
— Give her the screws	What should I give her?
— Put the bolts under the table	Where?
— Give the supervisor the hammer	Who?

6. These clarification words can be reinforced by asking the students questions using them.

Listening	*Speaking*
What is this?	A hammer
Where is Zone C?	Over there (pointing)
Which one is a nail?	That one/This one
Who is she?	She is Anh./She is a student.

E. Give students the lengths of pipe with the mismatching connectors, i.e., wrong size, wrong kind.

1. Directions:
    a. Take the 10" pipe.
    b. Connect the 3" pipe to the elbow joint.
    c. Connect the T joint to the 3" pipe
    d. Connect two 5" pipes to both sides of the T-joint.
    e. Put elbow connectors on both ends of the 5" pipes.
    f. Put a 5" pipe on the right side.

F. During this exercise the students may work in groups of two. Remember to say "NO! This is Wrong!" when a group makes a mistake. Make some of the directions unclear to elicit clarification from the students. Praise them if they ask for clarification immediately and especially if they use specific words like "Where", "Which connector?", "What pipe?"

1. When students ask for clarification the teacher may choose to demonstrate saying: "Do it like this."

G. Divide the class into 3 groups and appoint one person from each group to be the supervisor. Take the 3 supervisors aside and show them a simple diagram which they will use to direct the students in their group to assemble. They are to use English only, encourage them to clarify directions. To add the dimension of work being done in the shortest possible time, encourage the students to compete to see which group can finish first. The supervisors give directions only, they are not to assist with the actual assembly.

H. Discuss the activity they have just completed again asking questions about working in groups and following directions. Discuss also the fact that in almost every job in the U.S. they will be following directions and their supervisors will be Americans speaking English. Will they ask questions in English to an American supervisor when they do not understand something?

Pre-employment Cultural Orientation

Galang – Lesson 4

JOB TRAINEE'S ROLE AND ESTABLISHING A GOOD WORK RECORD

I. COMPETENCIES COVERED

A. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   a. Student can describe his/her responsibilities in the role of a job trainee.
   b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
   a. Student can relate training to common entry level jobs generally available to refugees.
3. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace.
   b. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace.
      1. your boss is angry.
      2. a co-worker is angry or seems unfriendly.
      4. you feel isolated.
4. Competency 7: Students understand that work habits and decisions affect present and future employment prospects.
   a. Student can state the components of a good work record.
   b. Student can state possible consequences of losing (being laid off or being fired) changing or quitting a job.

II. LESSON CLARIFICATION

A. Rationale

The trainee's role is related to establishing a good work record. Good work habits were discussed in regular CO class but discussion of other points such as job stability, getting along with others and reporting absences will help to increase the student's understanding of working in the U.S.A.

B. Learning Outcomes

1. Students will be able to state several responsibilities of a good worker.
2. Students will be able to state why it is important to listen carefully and ask for clarification when following directions.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. 3 cups marked nails
   3 cups marked screws
   3 cups marked bolts
   nails, bolts, screws, brown paper, markers
   Class set of drawing "Understand"

497

498

IV. PROCEDURE

A. Discussion of Previous Basic Skills Activity

B. Job Trainee Role

1. Ask the class to think about yesterday's activity where they were asked to follow directions. Explain that lessons are planned to simulate the workplace; the teacher and translator will take the part of the boss or supervisor. Ask students questions such as: How will they feel when they have an American supervisor or American co-worker? How would they ask an American supervisor or co-worker for clarification? What would they do if they did not understand their supervisor's directions? What would they do if their boss became angry with them?
2. Role Play: Sorting screws, nails and bolts.

   The role play involves four people, 3 co-workers and a supervisor. The supervisor gives instructions to the workers to separate the screws, bolts and nails and put them in separate cups. One worker asks the supervisor a clarification question such as: "Excuse me, WHERE DO I PUT THE SCREW?" One of the other co-workers waits until the supervisor is gone and then asks the co-workers "WHICH ONE DO I PUT THE NAILS IN?" The third co-worker does not understand the supervisor's instructions, but does not ask anyone for clarification, and does the job wrong. When the supervisor comes back to check the work done, he finds the worker that asked him for clarification has done the job correctly and he praises him. The worker that asked his co-worker for clarification also has done well, but the worker who did not ask for clarification did the job wrong. The supervisor gets angry at this person and yells at him for doing the job badly.
3. Questions concerning this role play
   - a. What can happen when a worker does not understand directions?
   - b. Do you think it is important to ask questions of clarification?
   - c. What should the worker who did the job badly have done?
   - d. Would you ask questions of American supervisors if you did not understand their directions?
   - e. What would you do if your boss gets angry?

C. Establishing a Good Work Record

1. Ask the class what makes a good worker. Explain that a job trainee is under especially close supervision until his boss determines whether or not s/he is a good worker. Trainees are evaluated according to certain criteria, such as being on time, performing the task assigned as well as possible, and following the supervisor's instructions. Both the worker and the supervisor have responsibilities to each other, one to produce the product and the other to make sure the product is produced well and on time.

   Divide the class into two or three groups and have them list on one side of a large sheet of brown paper the worker's responsibilities and, on the other side, what the supervisor's responsibilities are. They should remember some points from regular CO class such as:
   - a. Coming to work on time.
   - b. Being neat and orderly.
   - c. Calling in to report absences or lateness.
   - d. Being willing to learn.
2. We can expand this list in Pre-employment Cultural Orientation. For this lesson the points brought out in the role-play should be reinforced.
   - a. Follow directions carefully.
   - b. Ask questions if something is not understood.
3. Perhaps by listing the above behaviors under worker's responsibilities and the giving of directions and answering worker's questions under supervisor's responsibilities, students may understand a little better the importance of clarification language. For more "responsibilities" see the last three pages of the paper "Some Thoughts Concerning Pre-Vocational Curriculum" available from CAL.

D. Advancing in a Job

1. The possibility of advancing in a job is very much related to establishing a good work record. Students need to know the meaning of Job Stability, i.e., staying at one job for a reasonable amount of time before changing jobs. People often want to change jobs for various reasons. When employers are reviewing a person's work record they rarely hire a person who has changed jobs often or who has worked for a few weeks then quit. They hire people with job stability, people who will work for them for a long time.

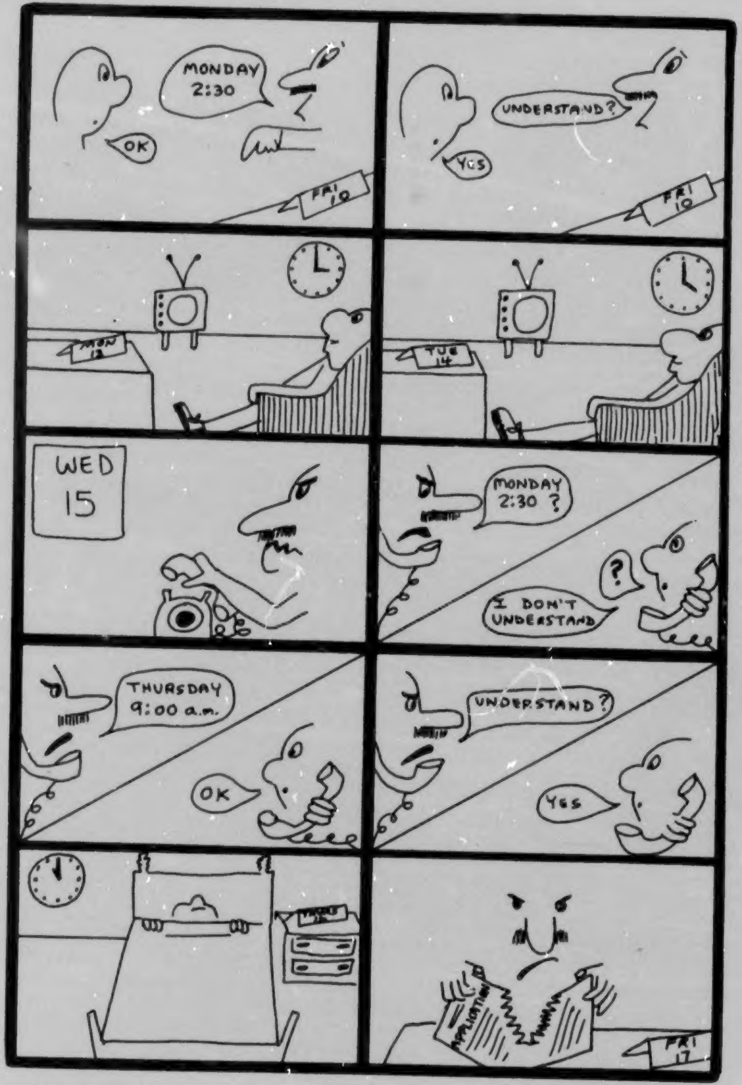
E. The American Culture Stresses UPWARD MOBILITY

1. American culture stresses UPWARD MOBILITY. This simply means working to get a better job and more money. This is often done in America by establishing a good work record and then moving to a better position in the same company or even changing companies. This is often different from Vietnam where many go directly from school into jobs they keep for much of their working lives. Because of this cultural difference, students may benefit from a thorough discussion of UPWARD MOBILITY. Companies often have a regular review of workers' job performance and attendance. Worker is promoted to a better position.

2. To advance to a skilled position often requires additional training.

   a. Many government sponsored training programs such as CETA or Job Corps have been reduced or do not exist at all. Governmental loans to help with school expenses are still available, but to fewer people. Vocational schools, community colleges and adult education programs usually require a good English speaking ability and often tuition or fees for classes. On-the-job training (O.J.T.) is one of the best ways to learn new skills, increase the level of English skills and become UPWARDLY MOBILE.

UNDERSTAND?



STUDENT HANDOUT

SITUATION: During an interview an applicant is told to return to the office after the weekend. The man really doesn't understand and fails to appear (twice). Last Frame: The man's application is torn up.

USE: Cultural Orientation
- Job Interview
- Time Planning

ESL
- Employment...Making an Appointment

FRAME BY FRAME:

1 One man is having an interview.
He is told to return to the office on Monday at 2:30.
He agrees.

2 The personnel manager asks, "Do you understand?"
The man says, "Yes."

3 On Monday at 3:00 the man is watching T.V.
He missed his appointment.

4 On Tuesday at 4:00 he is still watching T.V.

5 On Wednesday the personnel manager calls him.

6 He asks. "Where were you on Monday at 2:30?"
The man says, "I don't understand."

7 The personnel manager says, "OK, come to the office on Thursday at 9:00 a.m."
The man agrees.

8 He asks, "Do you understand?"
The man says, "Yes."

9 On Thursday the man is still sleeping at 11:00.
He missed his appointment.

10 On Friday the personnel manager tears up the man's application.
/He thinks the man is not interested./

NOTE: If you do not understand, you should continue to ask questions until you do.

Being on time for appointments is essential.

DISCUSSION QUESTIONS: What should the man have said when he was asked, "Do you understand?"

Why did the personnel manager tear up the man's application?

Ligon, F., **AMERICA, IN SIGHT**, The Experiment in International Living, 1982

Pre-employment Cultural Orientation

Galang – Lesson 5

WORK ATTITUDES AND SEX ROLES

I. COMPETENCIES COVERED

A. VESL

1. Competency 7: The student can ask and respond to questions about items in the workplace.
    - a. Ask or tell the location of an object or place.
    - b. Ask or tell who has an object.
    - c. Make and respond to a request for an object.

B. Cultural Orientation

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them develop realistic strategies for gainful employment.
    - b. Given the employability profiles, previous work experiences and the current employment situation in the U.S., student can establish realistic goals.
2. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace.
    - a. Student can give examples of ways to establish rapport with supervisors and workers.
    - b. Given the following critical incidents, the student can select from alternative actions the most appropriate one for the American workplace.
        - 1. your boss is angry.
        - 4. you feel isolated.
3. Competency 7: Students understand that work habits and decisions affect present and future employment prospects.
    - b. Students can state possible consequences of losing (being laid off or being fired), changing or quitting a job.

II. LESSON CLARIFICATION

A. Rationale

This lesson discusses attitudes of men and women in the U.S. toward work. When living and working in a new culture, the refugees will experience many changes, some of which are attitudinal. To understand the employment conditions in the U.S. and the kind of jobs available to refugees, one must have some awareness of U.S. values toward work for men and women and work restrictions due to age. Vietnamese women may find that in the U.S. there are new possibilities for jobs. Men may find themselves being supervised and evaluated by a woman. In discussing differences and similarities in cultural values concerning work, the refugees will begin to think of ways to cope with differences, ways to adapt their lifestyles to a new environment. Many of the issues discussed in this lesson have been presented in the regular Cultural Orientation class. Therefore, the same points are presented here, but in a different context.

B. Learning Outcomes

1. Students can state what kind of jobs are available for men and women in the U.S. and possible cultural differences between Vietnamese and Americans concerning sex roles.
2. Students can identify some general similarities and differences between Vietnamese and American societies concerning work attitudes.

III. MATERIALS

A. Materials Needed

1. Class set of drawing "Here, There, Them, It"
2. Class set of drawing "Women in America, Barbara"
   "Women in America, Joy"
3. Class set of stories "Wife's Role", "Husband's Role" (Optional)

IV. PROCEDURE

A. Discussion of Previous Basic Skills Activity.

B. Work Attitudes

1. Ask the class if they remember the characteristics of a good work record. Show them the list they made the previous lesson. Say, "Today we will discuss similarities and differences between Vietnamese and American attitudes toward work." Divide the class into groups. Using the list developed in the previous lesson, have them decide which of the work attitudes they feel are similar and which may be different from American attitudes. To this list can be added such topics as:
   a. Relationships with supervisors.
   b. Relationships with co-workers.
   c. Men and women working together.
   d. The kinds of jobs men and women hold.
   e. The decision to work and/or to go to school.
2. Some important points to reinforce concerning a good work record:
   a. The importance of timeliness
   b. The importance of following directions
   c. Job stability
3. After discussing what the students have written on their papers, see how they match up with Magee and Smith's study "Focus on Employment". This is a study of American employers' reactions to having Indochinese workers. Employers cite that workers from Indochina are:
   a. Hardworking
   b. Dependable
   c. Quick to learn
   d. Tireless
   e. Punctual
   f. Low abesenteeism
   g. Productive
   h. Strict adherence to rules
   i. Reliable
   j. Cooperative
   k. Very polite and pleasant
   l. Dedicated to advancement
   m. Adaptable
4. The problems that employers noted fall into three categories:
   a. Communication and misunderstanding
      1. Overly sensitive to expressions of anger
      2. Quit over "nothing"
      3. Say yes even when they do not understand
      4. Do not tell supervisor when problems arise on the job.
   b. Job behavior
      1. Job-hopping — some refugees change jobs very quickly.
      2. Sanitation and toilet habits such as spitting in the working area and not flushing the toilet.
   c. Cultural values and preferences
      1. Some refugees quit their jobs to go to school
      2. Some Indochinese are too impatient for upward mobility

NOTE: For more detailed information see Magee and Smith's article on "Focus on Employment".

C. Role Play of a Vietnamese Family in America (30 mins.)

By Mark Bishop

1. Briefly discuss men's and women's roles concerning work done *in the home*. Ask if there are any differences in attitudes between Vietnamese and Americans concerning men's and women's roles in the home.
2. Use the following role play and discuss it briefly.

Wife's Role:

You have just started working as a waitress in a restaurant. You work from 3:00 PM until 11:00 PM. You help take food to the tables and clear the tables when people are finished eating. Your pay is low, but you also make money from tips the customers give you. During your first week you even made more money than your husband who works during the day in a gas station. Because you must leave your house before your husband comes home from work, you must pay a teenage girl to watch your two young children who are still too young to go to school. You are happy that your family now has more money. You even have enough money to send to your parents who are still in Vietnam. You are also learning more English because you are working with Americans. Your husband has to cook his and the children's evening meal now after he comes home from work. He must also take care of the children alone during the evening while you are at work. You want to talk to him tonight to convince him to let you keep your job.

Husband's Role:

You have been working for several months in a gas station. You put gas in people's cars and collect their money for the gas. You work during the day from 9:00 AM to 5:00 PM. Your pay is low. It was just enough money to pay the rent and buy food, not enough for any luxuries. Just this past week your wife got a job as a waitress in a restaurant. She works during the evening. This past week she even made more money than you did. She seems to enjoy her new job. Because she leaves her new job before you come home, she must pay a teenage girl to watch your two children who are still too young to go to school. When you come home from work you must cook your evening meal for yourself and your children. You must also take care of the children by yourself during the evening. Although the money your wife makes helps a lot, you want to talk to her tonight about quitting her job.

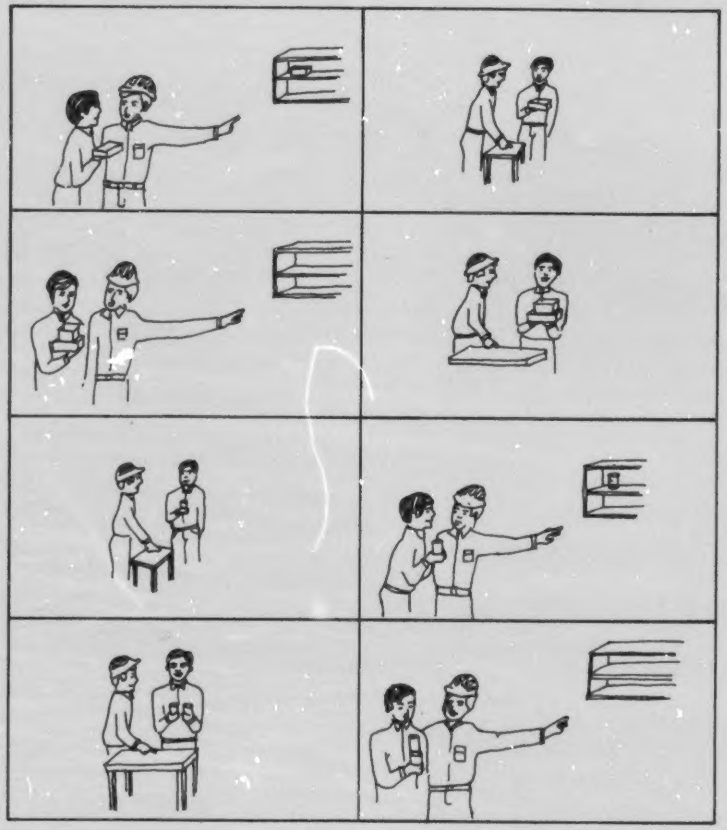
3. Discussion questions concerning the role play.
   a. Is the husband right in asking his wife to quit her job?
   b. Should the wife try to convince her husband to keep her job?
   c. Could this kind of situation occur in Vietnam?
   d. How would having an extended family help this situation?
   e. What can you do without an extended family in this kind of situation?
   f. What do you think an American husband and wife would do in this kind of situation? Why?
   g. Do you think this kind of situation could happen to you when you get to America?
   h. What would you do if you were the husband?
   i. What would you do if you were the wife?

D. VESL – IT, THEM, HERE, THERE (30 mins.)

1. Using some simple tools, practice these words using TPR technique.
   a. TAKE IT (Singular) also use THIS
   b. TAKE THEM ((plural) also use THESE
   c. PUT IT HERE (near to you) or PUT THAT HERE
   d. PUT THEM HERE or PUT THOSE HERE
   e. PUT IT THERE (far from you)
   f. PUT THEM THERE
2. Introduce the above structure by pointing to the object. Then later give some unclear directions (do not point) to see if they remember to use clarification language. Hand out the worksheets. Ask the students for the appropriate response for each picture. Have them practice saying the sentences:
   a. PUT IT HERE
   b. PUT IT THERE
   c. PUT THEM HERE
   d. PUT THEM THERE

STUDENT HANDOUT

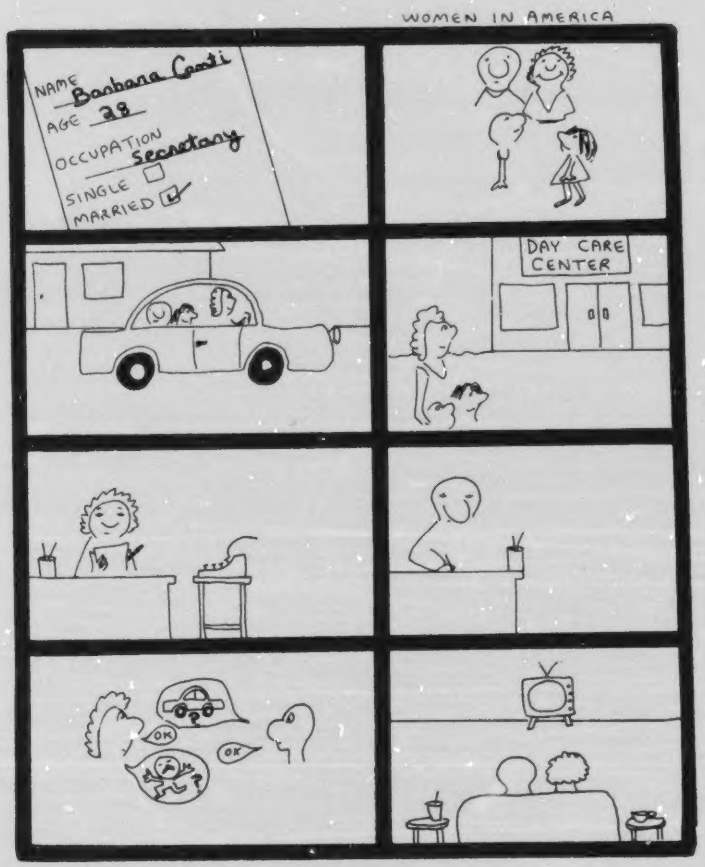
HERE · THERE · IT · THEM



Adapted from **English For Your First Job**, Gage, Prince, Fuller and Rygg-Nordell, 1980, Office of the Superintendent of Public Instruction, State of Washington.

STUDENT HANDOUT

BARBARA



SITUATION: Barbara Conti is married and has two children. She is 28. She is a business secretary. Each morning she drives her children to a day care center. Someone else will take care of her children while she is at work. She pays for this service. Her husband works too. For every family decision, she and her husband talk about it. They do things together.

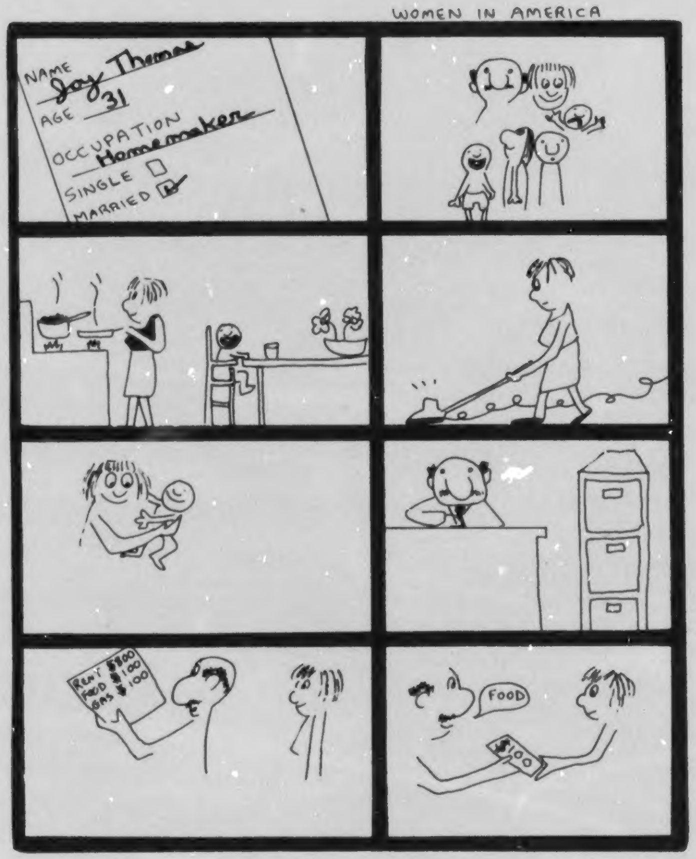
USE: Cultural Orientation
Women In America

NOTE: Visuals follow the story above

Ligon, F., **AMERICA, IN SIGHT**, The Experiment in International Living, 1982

STUDENT HANDOUT

JOY



JOY

SITUATION: Joy Thomas is married and has four children. She does not have a job. She works at home. She prepares food. She cleans the house, washes the clothes and takes care of the children. Her husband works. She accepts the idea that he decides where the family will spend the money.

USE: Cultural Orientation
Women In America

NOTE: The visuals follow the story above

Ligon, F., **AMERICA, IN SIGHT,** The Experiment in International Living, 1982

Pre-employment Cultural Orientation

Galang – Lesson 6

WORKING IN THE UNITED STATES

COMPETENCIES COVERED

A. Basic Skills

1. Competency 7: The student can use time-related information on schedules and forms.

B. VESL

1. Competency 3: The student can provide feedback on performance of a task.
    - f. Acknowledge and apologize for mistakes, poor performance, being late or absent.
2. Competency 8: The student can request permission and give reasons for being late or absent.
3. Competency 9: The student can use numbers.
    - f. Read and report time on work records.
4. Competency 12: The student can read workplace signs.
    - a. Read common workplace signs.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
    - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate those to the initial employment period in the U.S. workplace.
2. Competency 3: Students understand the importance of rules, policies and procedures common to the workplace.
    - a. Student can identify strategies for clarifying workplace rules, policies and procedures.
    - b. Given a sample of company rules, polices or procedures, the student can distinguish situations which conform to or violate them.

II. LESSON CLARIFICATION

A. Rationale

1. There are accepted ways of responding to many common working situations. This lesson presents information on accepted workplace customs and rules that are essential to any worker. For example: the need to understand the idea of both a daily schedule, with breaks, and a weekly schedule. (Such rigid schedules are part of the importance of time in the workplace. Being on time for work/reporting absences or late arrival/punching time cards and time clocks are ways that time is accounted for on the job). VESL language will be introduced concerning reporting about time on the job. Daily and weekly schedules will also be discussed and some simple examples given.

B. Learning Outcomes

1. Student will be able to use English to give excuses for absence and being late for work.
2. Student will have some awareness of the importance that Americans place on punctuality, especially concerning work.
3. Student will be able to read daily and weekly time schedules and know what a time card is.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Time cards with students names on them.
2. Class sets of drawing "Break Time"
3. Class sets of drawing "Late for work"
4. Class sets of handouts "Weekly Schedules"

IV. PROCEDURE

A. Discuss Previous Basic Skills Activity.

B. Work Schedules (15 min.)

1. Ask students about their daily class schedule.
   - a. When does your first class start?
   - b. Are there breaks between classes? Any breaks for lunch?
   - c. When do you come back for class in the afternoon? Any breaks in the afternoon?
   - d. What time are you finished with classes?

   Draw their daily schedule on the board as they answer these questions.

2. Discuss some of the daily schedules they might follow when they are working in America. For example:

First Shift	*Daily Schedules*	*Second Shift*
8:00 AM	Arrive at Work	3:30 PM
10:00 – 10:15 AM	Break Time	5:30 – 5:45 PM
12:30 – 1:00 PM	Meal Time	8:00 – 8:30 PM
3:00 – 3:15 PM	Break Time	10:30 – 10:45 PM
4:30 PM	Finish Work	12:00 AM

   - a. How many break times are there? What is the purpose of taking breaks?
   - b. Were there break times in your job in Vietnam?

3. Explain that not all jobs in the U.S. follow this pattern of breaks. The timing of the breaks and number of breaks will depend on the kind of job. Some jobs, such as those found in a restaurant, will depend on how busy everyone is that particular day.

C. VESL–Places to Take a Break (20 mins.)

1. Introduce places to take a break:

   a. Lounge
   b. Cafeteria
   c. Restroom
   d. Outside
   e. Hallway
   f. Smoking Area

2. Pass out the worksheet and assess whether or not students can give the appropriate response to the situations portrayed.

3. Make signs and place them around the classroom. Use some visual cues as the candy machine for lounge, plates and glasses for cafeteria, ashtray for smoking area.

Listening	*Speaking*
It is breaktime, go to the ________ place	Lounge Cafeteria Smoking Area
Where are you going?	I am going to the ________ place

D. Time Cards (15 mins. Native Language)

1. Show students time cards with their name written on them. Explain that in many workplaces there is a special clock called a time clock. When the time card is put in the slot the time is recorded on the card. The companies use time cards to record the number of hours each employee works during a week, arriving late or leaving work early shows up on the time card. Workers are paid according to the time recorded on their time card. The teacher should explain the words "Time In" and "Time Out" shown on the time card. Also explain as much as possible about how a time clock works.

E. Weekly Schedules

1. Give students examples of some weekly schedules and ask questions about the schedules to see if they understand. If they cannot answer some of the questions, explain the terms and abbreviations for the days of the week.
   - a. Who works first shift? Second shift?
   - b. Who works during the day? At night?
   - c. Does Nghia work during the weekend? Does Duc?
   - d. What day does Co have off? Nghia? Anh?
   - e. Who works part time? How many hours a week does he work?

f. Who works swing shift? (Swing shift is when a person works for one shift for part of the month then changes to a different shift for the other part of the month.)
g. Which shift would you like to work? Why?
h. What does Wed. stand for? Sat? Tues? Mon?
i. What does T stand for? Th? Sa? Sun?
j. Which shift would you least like to work? Why?

F. VESL – Reporting absence and late arrival to work. (40 mins.)

1. This section is designed to give the students some new English vocabulary for reporting absences and late arrival to work. Before going into the VESL language there should be a brief discussion, in native language, about what should be done if you know you are going to be late for work, if you are sick and cannot come to work. Then proceed to the English drill using telephones as realia and practicing excuses and apologies with as many students as possible. The dialogues may be written on the blackboard to provide additional reinforcement of the language. In both "late for work" and "absence" the teacher should take the role of the supervisor.

A. *Late for Work*

Dial a number _ _ _ _ _ _ _ _Phone rings
Supervisor : Galang Toy Factory, may I help you?
Student : I want to speak to supervisor *Lilik.*
Supervisor : This is *Lilik,* speaking. What can I do for you?
Student ; Hello, this is Lang. I will be late for work today.
Supervisor : What't the matter? (or What's the problem? What's wrong?)
Student : I missed the bus.
or I have to go to the doctor/dentist.
or I have trouble with my car/bicycle.
Supervisor : When will you come to work?
Student : In one hour (or soon).
Supervisor : OK, thanks for calling.

B. *Absence*

Repeat the previous dialogue to the supervisor's question "What can I do for you?"
Student : I cannot come to work today.
Supervisor : Why? What's the matter?
Student : I am sick, or: I hurt my leg/arm/back.
or: I have to go to the hospital.
doctor.
court.
Supervisor : OK, thanks for calling. See you tomorrow.

HANDOUTS

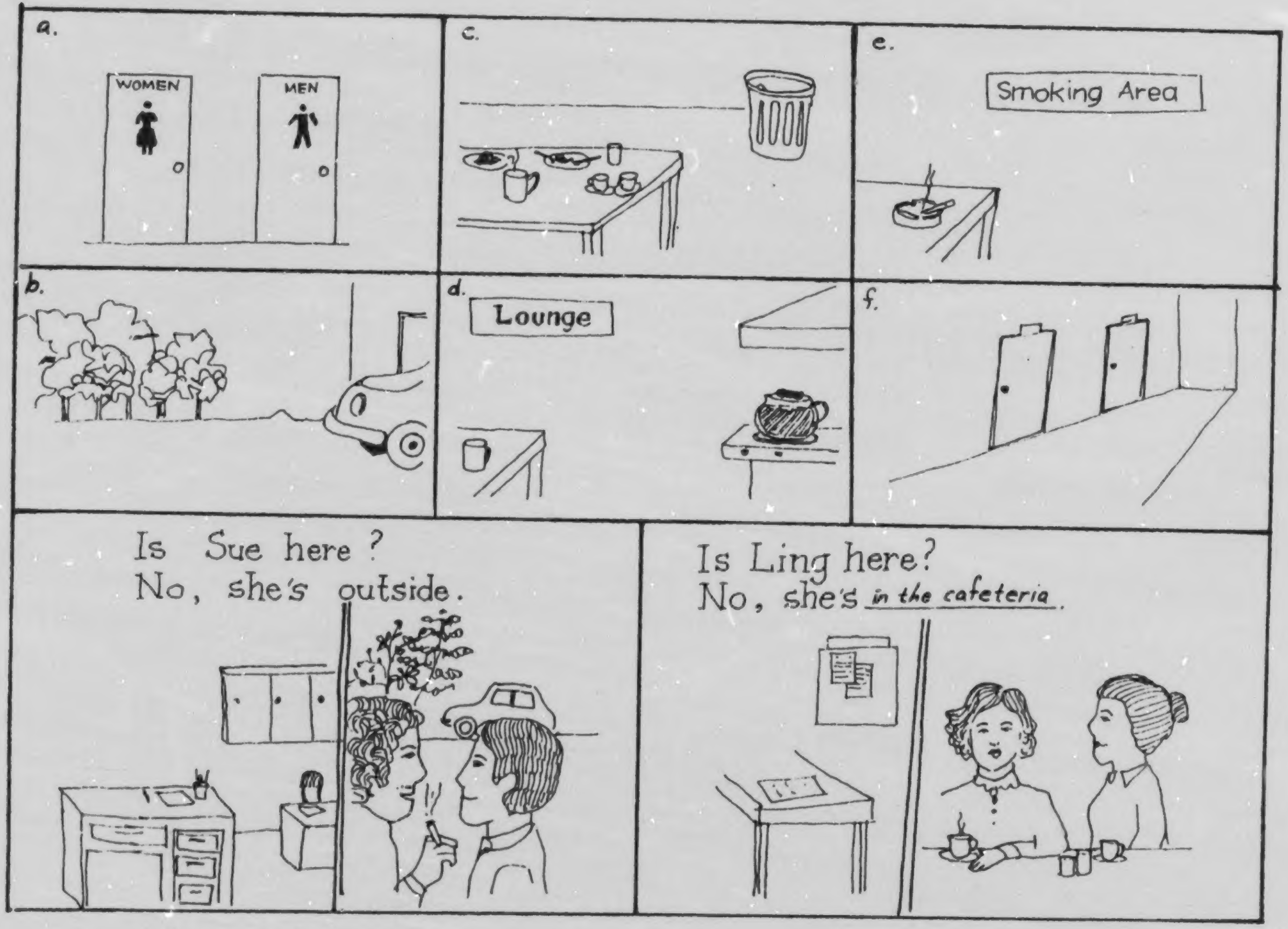
A. Schedules

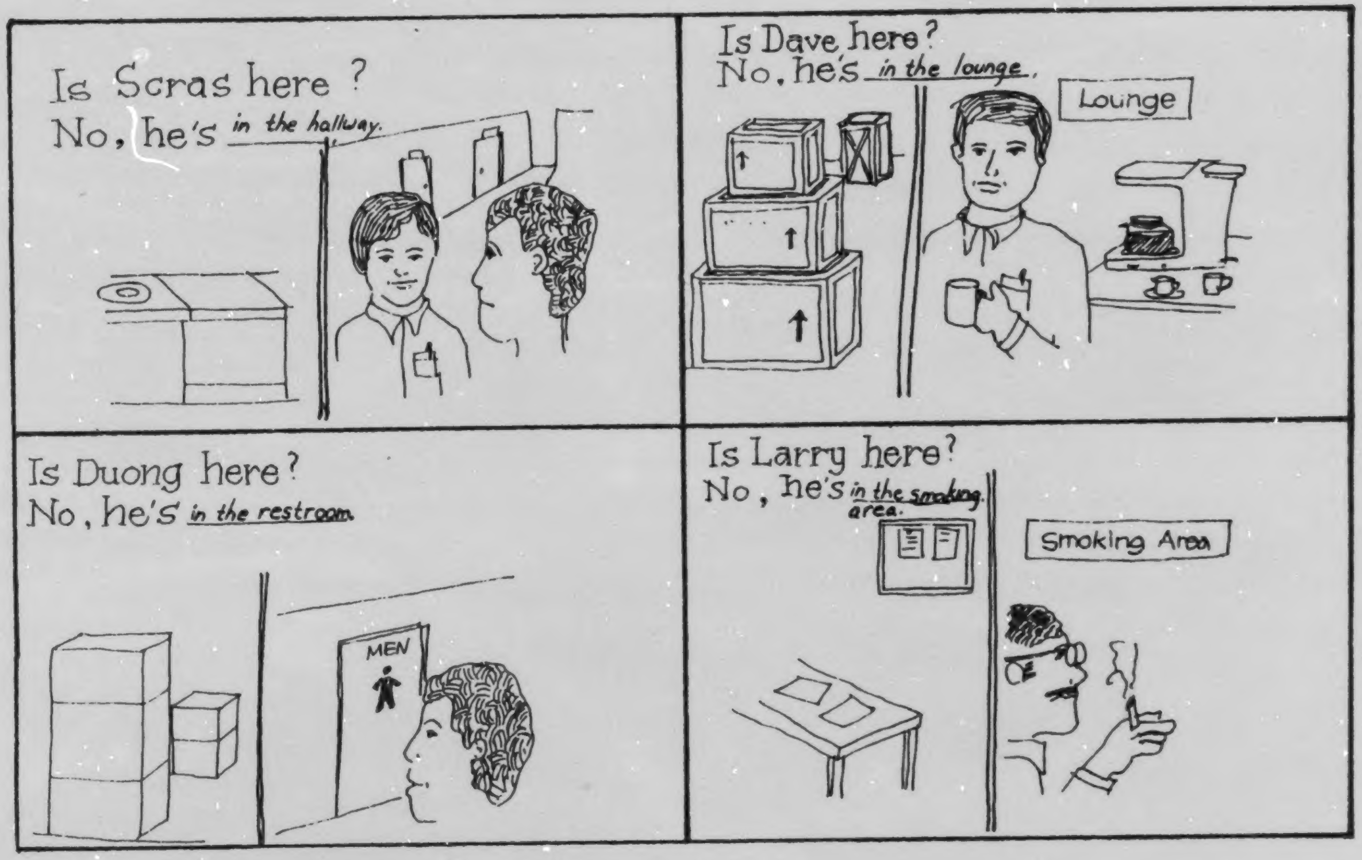
WEEKLY SCHEDULES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1. THAO	8:00 am – 4:30 pm	8:00 am – 4:30 pm	8:00 am – 4:30 pm	8:00 am – 4:30 pm	8:00 am – 4:30 pm	———	———
2. CO	3:30 pm – 12:00 am	3:30 pm – 12:00 am	3:30 pm – 12:00 am	3:30 pm – 12:00 am	3:30 pm. – 12:00 am	———	———
3. HGUIA	2:00 pm – 10:30 pm	2:00 pm – 10:30 pm	2:00 pm – 10:30 pm	2:00 pm – 10:30 pm	———	———	2:00 pm – 10:30 pm
4. HUY	8:00 am 12:00 pm	8:00 am – 12:00 pm	8:00 am – 12:00 pm	8:00 am – 12:00 pm	———	———	8:00 am – 12;00 pm
5. DUC	11:00 pm – 7:00 am	11:00 pm – 7:00 am	11:00 pm – 7:00 am	11:00 pm – 7:00 am	11:00 pm – 7:00 am	———	———
6. ANH	7:00 am – 3:30 pm	7:00 am – 3:30 pm	7:00 am – 3:30 pm	———	———	2:00 pm – 10:30 pm	2:00 pm – 10:30 om

TEACHER'S COPY

BREAK TIME

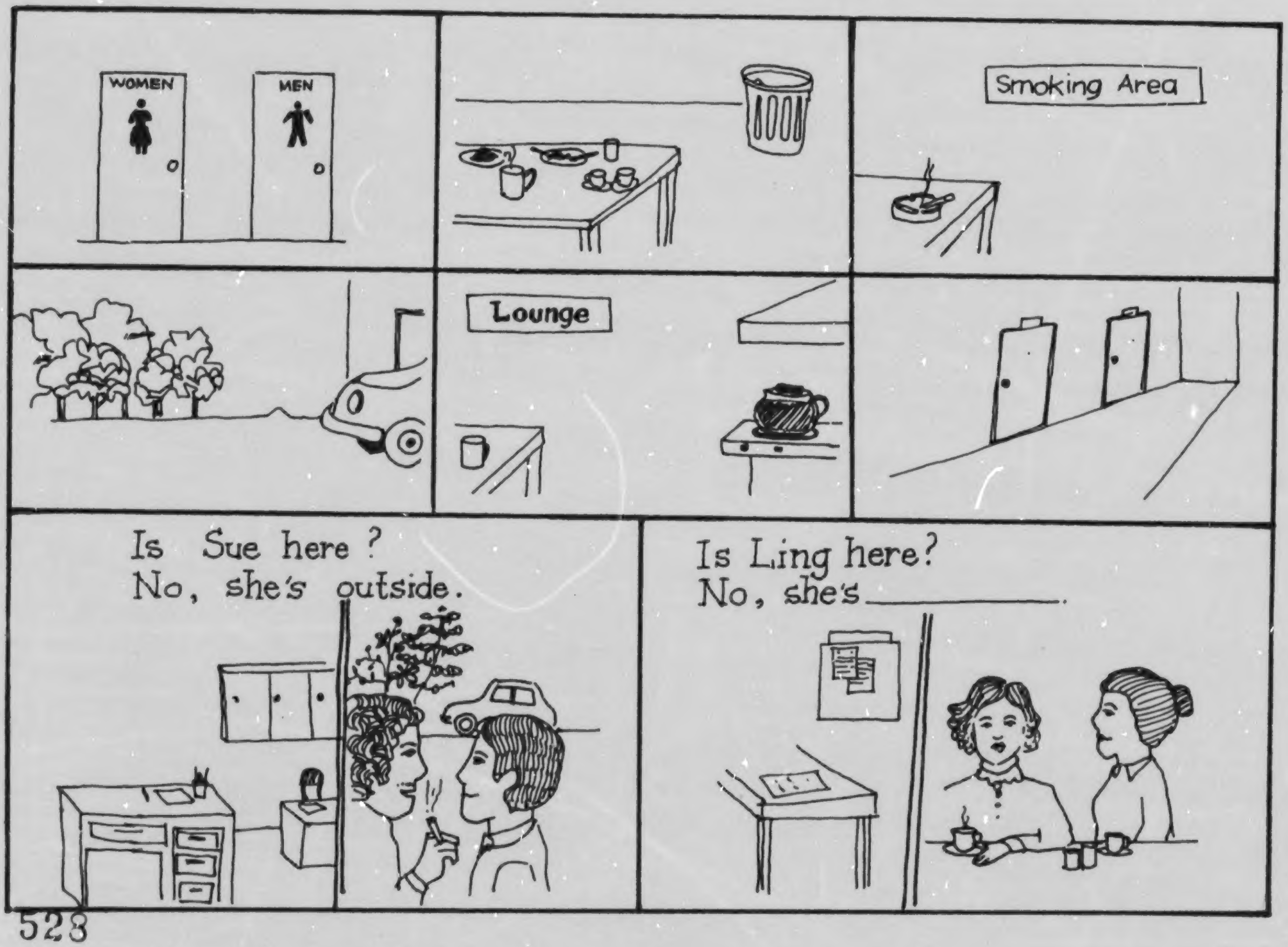



Is Scras here ?
No, he's in the hallway.
Is Dave here?
No, he's in the lounge.
Lounge
Is Duong here?
No, he's in the restroom
MEN
Is Larry here?
No, he's in the smoking area.
Smoking Area

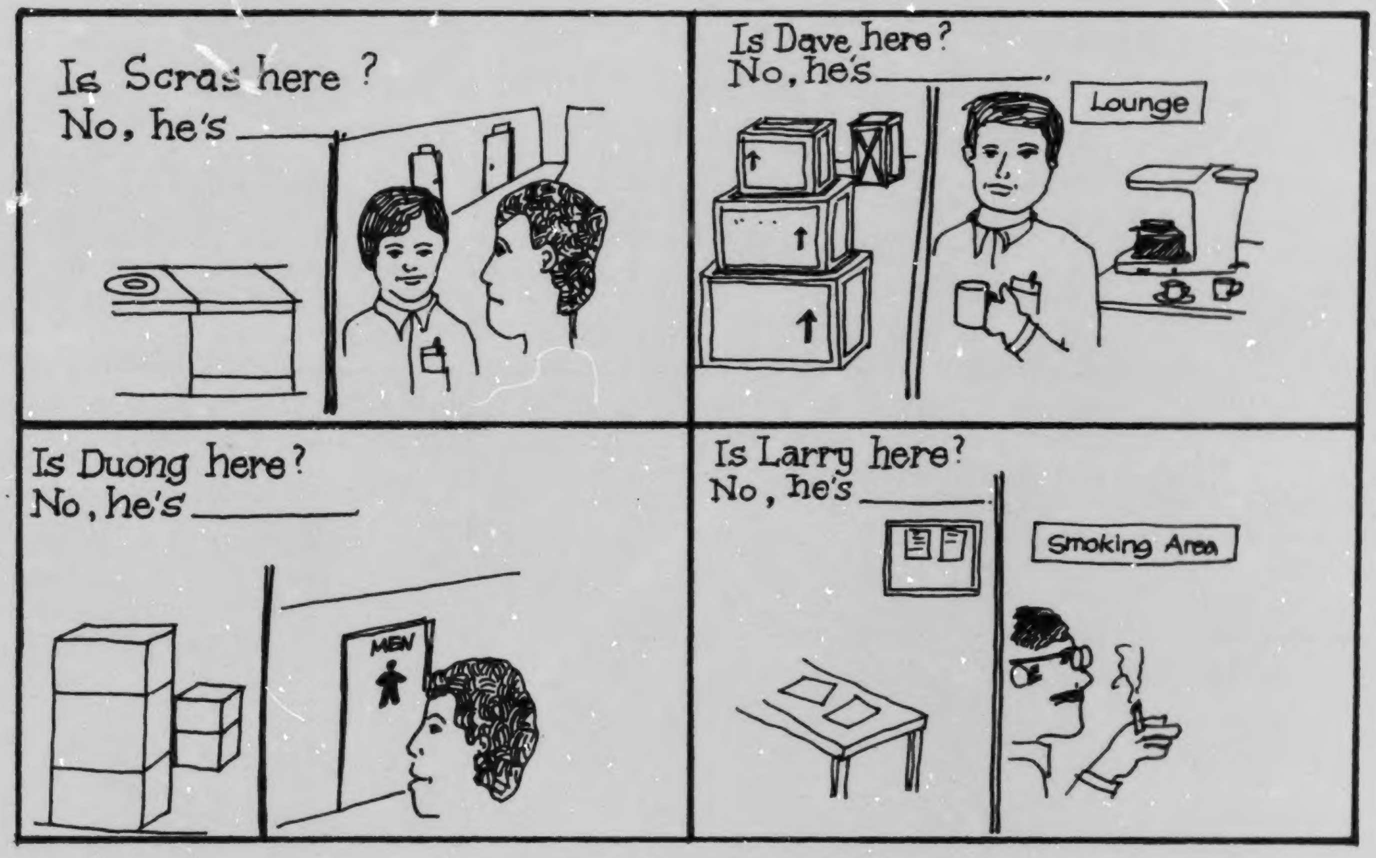
Adapted from **English For Your First Job**, Gage, Prince, Fuller and Rygg-Nordell, 1980, Office of the Superintendent of Public Instruction, State of Washington

STUDENT HANDOUT

BREAK TIME

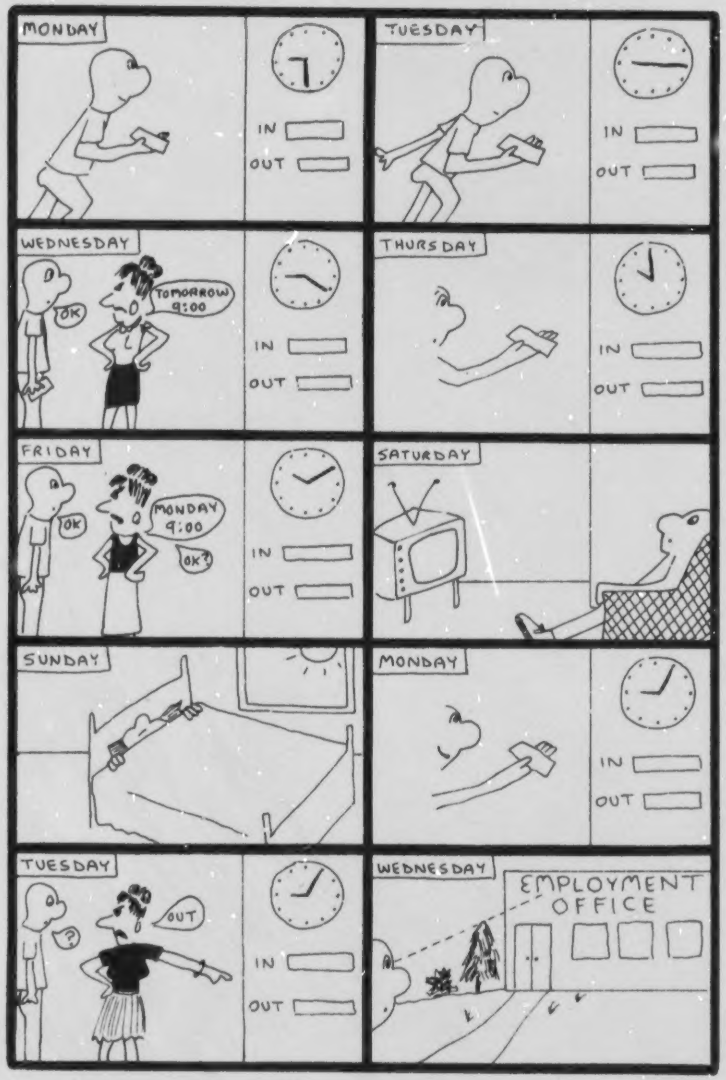

WOMEN
MEN
Smoking Area
Lounge
Is Sue here?
No, she's outside.
Is Ling here?
No, she's ________.

V. DRAWINGS


Is Scras here ?
No, he's ________
Is Dave here?
No, he's ________.
Lounge
Is Duong here?
No, he's ________
MEN
Is Larry here?
No, he's ________.
Smoking Area

Adapted from **English For Your First Job**, Gage, Prince, Fuller and Rygg-Nordell, 1980,
Office of the Superintendent of Public Instruction, State of Washington.

LATE



Ligon, F., **AMERICA, IN SIGHT**, The Experiment in International Living, 1982

STUDENT HANDOUT

LATE

SITUATION: The man is continually late for work. He is warned twice by his supervisor and is pleased with himself when he arrives at work only 5 minutes late. Last Frame: He has been fired and is looking for a new job.

USE: Cultural Orientation
    The Workplace
    Time Planning
  ESL
    Employment...Punctuality

FRAME BY FRAME:

1 On Monday the man goes to work at 9:30.

2 On Tuesday the man goes to work at 9:15.

3 On Wednesday he goes to work at 9:21.
The man's supervisor tells him to be on time Thursday.

4 On Thursday he goes to work at 10:00.

5 On Friday he goes to work at 10:10.
The supervisor tells him to be on time Monday.
/She is angry./

6 On Saturday he watches T.V.

7 On Sunday he sleeps late.

8 On Monday he goes to work at 9:05.
/He is happy because he is not too late./

9 On Tuesday he goes to work at 9:05 again.
The supervisor fires him.

10 On Wednesday he looks for a new job at the Employment Office.

NOTE: Being on time in America is very important...especially for work.

Employees are often expected to use a time clock to show their arrivals and departures.

DISCUSSION QUESTIONS: What jobs do women usually supervise in Southeast Asia? Not supervise?

In Southeast Asia what would a supervisor do or say if an employee is late?

Pre-employment Cultural Orientation

Galang – Lesson 7

WORKING AS A JANITOR

I. **COMPETENCIES COVERED**

A. **Basic Skills**

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - b. . . . working alone.
2. Competency 4: The student can measure using tools:
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
3. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.

B. **VESL**

1. Competency 1: The student can follow simple directions
   - b. Follow one-step directions.
     1. to start a task
     2. to take something apart
     3. to put something away
   - d. Follow instructions in use of hand or power tool.
2. Competency 7: The student can ask and respond to questions about items in the workplace.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.

C. **Cultural Orientation**

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment:
   - a. Student can relate training to common entry-level jobs generally available to refugees.
   - b. Given the employability profile, previous work experiences and the current employment situation in the U.S., student can establish realistic goals.
3. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
   - a. Given the following situations on the job, student can select from various alternatives, the most appropriate action:
     1. unclear directions
     2. redirection in task
     3. being unable to carry out a given task
     4. negative feedback from supervisor or co-worker
     5. something goes wrong on the job.

II. LESSON CLARIFICATION

A. Rationale

According to John Williamson's study: "A Survey of Training Priorities" in which employers were asked to name jobs that newly arrived refugees are typically able to find in the U.S., the Domestic/Janitorial field was mentioned by 49.2% of the respondents, second only to the Restaurant/Food Service field. Thus, the need to give the students some background in this kind of work is obvious. Janitors, or custodians, are often required to do a variety of tasks, most of which involve simple skills. Janitors use a variety of tools; some are simple, such as brooms and mops, others are more complex, such as vacuum cleaners and electric polishing machines. The purpose of this lesson is to acquaint the students with the job of a janitor, the skills needed and characteristics of the job. VESL related to janitorial jobs will be introduced such as identification of simple tools, care and cleaning of a vacuum cleaner and directions about where or what should be cleaned.

B. Learning Outcomes

1. Student will be able to recognize tools associated with cleaning and to state their English names.
2. Student will have an awareness of a janitor's job skills and some characteristics of the job.
3. Student will be able to respond to instructions which contain some of the position adverbs: above, below, under, top, next to, etc.
4. Student will be able to operate a simple vacuum cleaner and be able to state some of the proper maintenance procedures.

III. MATERIALS

A. Required Materials, Supplies and Equipment

1. Two buckets of water
2. Two brooms
3. Two mops
4. Two scrub brushes
5. Four rags
6. One feather duster
7. One trash can
8. One container Densol (Top Job)
9. One container Vim (Ajax)
10. One dust pan
11. One vacuum cleaner with instructions
12. One small carpet
13. One Windex (window cleaner)
14. Handout sheets
    Class sets of handout "Working as a Janitor"
    Class sets of drawing "Cleaning"

IV. PROCEDURE

A. Discussion of previous basic skills activity (10 min.)

B. Working as a Janitor (40 min.)

1. Explain that this lesson will help students become familiar with janitorial work.
2. Ask students a few simple questions related to work:
   a. What do janitors do?
   b. What tools do they use?
   c. What skills are needed?
   d. In what kinds of places do janitors work?
   e. When do they work? Part-time or fulltime?
      How much pay? Entry-Level or Skilled Job?

Be sure to mention some of the maintenance duties that may also be connected with the job.

3. Give the students the information sheet "Working as A Janitor". Discuss briefly the characteristics and skills associated with being a janitor.
4. Use flashcards with the students which show some of the work janitors perform and the characteristics of these tasks.

C. Job Training

1. Tools (20 min.)
   a. Show the tools to be used in the lesson simulation. Use TPR as the English names of the tools are introduced.

- — TAKE THE BROOM
- — GIVE ME THE BUCKET
- — GIVE HER THE MOP
- — PUT THE SCRUB BRUSH HERE
- — PUT THE DUSTER OVER THERE
- — TAKE THE WASHRAG

b. Vacuum Cleaner (20 min. Native Language)

1. Explain that janitors may also use machines such as a vacuum cleaner. Show the students the instructional manual with the visual diagrams. This section of the lesson provides simple training in the proper use and general maintenance of the vacuum cleaner. The lesson also gives an introduction to the use of visual diagrams to convey information or to give directions.

   a. *Use of a vacuum cleaner*
   Ask the students to assemble the hose and connect it to the vacuum cleaner by following the diagram. Take precautions with the hose ring and the connecting switch.. Ask the students the purposes of the switches on the vacuum (on-off switch, cord-rewind switch, switch for opening dust compartment, and the hose connection switch). Show the three attachments and explain that in many jobs there are special kinds of tools, cleaners, and attachments to make a task easier and more efficient.

   b. *Care of a vacuum cleaner*
   Have the students practice using the vacuum cleaner on the carpet. Have some small metal objects, such as paper clips or nails, on the carpet. Warn them about the danger that these present. Ask the students how to open up the dust compartment. Ask them to explain what they think the pictures in the diagram mean concerning cleaning the dust compartment and removing and cleaning the filter. Why should you do this? Finally, demonstrate the cord rewind, making sure that you hold onto the plug so that it does not hit the machine and break.

D. VESL

1. Introduce the position adverbs again using TPR (30 min.)
   a. Clean ABOVE the door
   b. Clean BELOW the window
   c. Clean UNDER the bench
   d. Clean ON TOP of the table
   e. Clean INSIDE the bucket
   f. Clean OUTSIDE the bucket
   g. Clean IN FRONT OF the door
   h. Clean IN BACK OF the door
   i. Clean NEXT TO the table
   j. Clean AROUND the table

2. Have the students practice the position adverbs for a few minutes. Pass out the worksheets from "ENGLISH FOR YOUR FIRST JOB".

HANDOUT "Working as a Janitor" By Mark Bishop

Janitors, sometimes called custodians or cleaners, keep office buildings, hospitals, stores, schools and other buildings clean and in good condition. Their routine includes necessary maintenance tasks such as fixing leaky faucets, emptying trash, doing minor painting and carpentry, refilling bathroom supplies, and mowing lawns. They also see that heating and air-conditioning equipment works properly.

Janitors use many different tools and cleaning materials; for one job they may need a mop and bucket for another an electric polishing machine and a special cleaning solution. Chemical cleaners and power equipment have made many tasks easier and less time consuming, but custodians must know how to use them properly to avoid harming floors and equipment. Because most office buildings are cleaned while they are empty, janitors often work evening hours. Some jobs, such as a school janitor, may require daytime work. In buildings requiring 24 hour maintenance, janitors may work on shifts.

Although janitors usually work inside the building, they sometimes work outdoors sweeping walkways, mowing lawns, or shoveling snow. Working with machines can be noisy and some tasks, such as cleaning bathroom and trash rooms, can be dirty. Janitors may suffer minor cuts, bruises, and burns from machines, handtools, and chemicals. Janitors spend most of their time on their feet, sometimes lifting or pushing heavy furniture or equipment. Many tasks, such as dusting or sweeping, require constant bending and stretching.

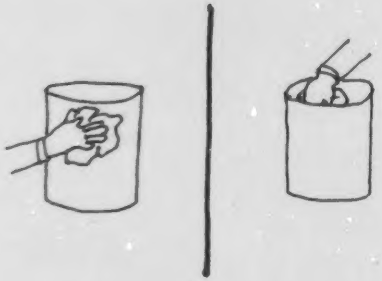
No special education is required for most janitorial jobs, but the beginner should know simple arithmetic and be able to follow instructions. Most janitors learn their skills on the job. Usually beginners do routine cleaning and are given more complicated duties as they gain experience. As part of on the job training, janitors may learn minor electrical and plumbing repairs and how to plan their work, follow safety and health regulations, deal with people in the buildings they clean, and work without supervision.

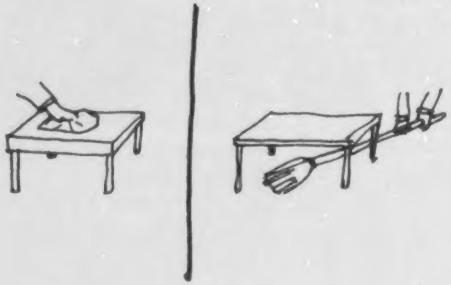
Janitors usually find work by answering newspaper advertisements or applying directly to a company where they would like to work. They also get jobs through the State employment offices. Persons looking for part-time or evening work can expect to find many opportunities.

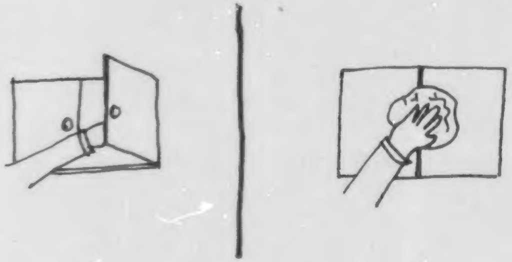
Janitors are not the only workers who clean and maintain buildings. Some workers who have similar skills and job duties are trash collectors, floor waxers, sweepers, window cleaners, private domestic household workers, hotel housekeepers, and gardeners.

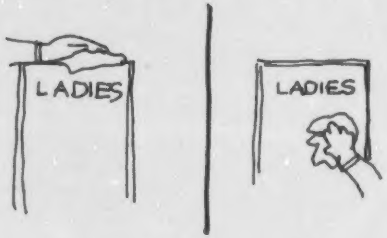
STUDENT HANDOUT

CLEANING

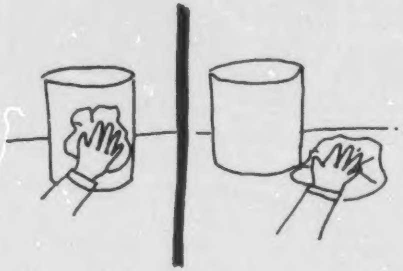


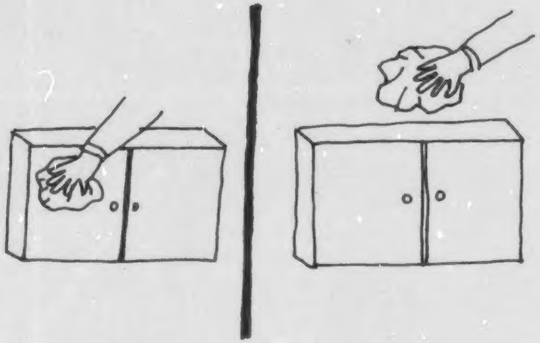


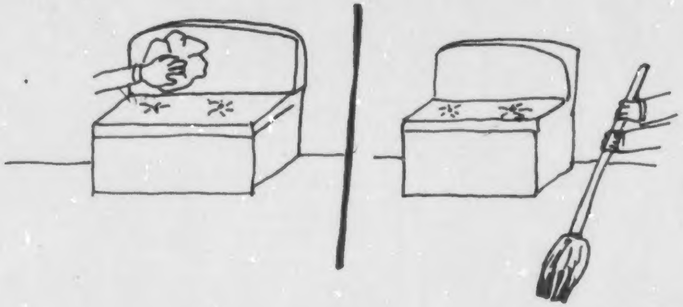


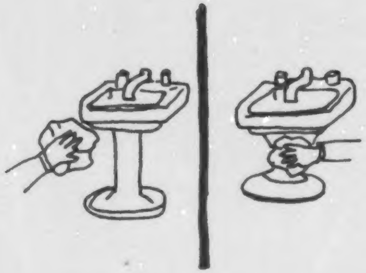


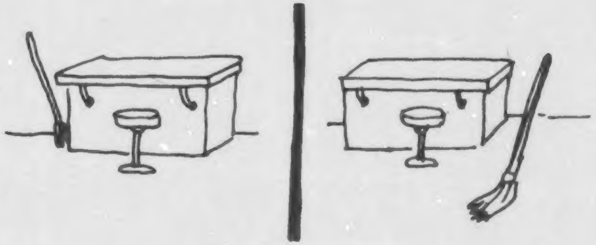
V. DRAWINGS











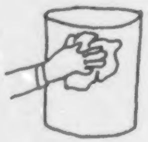
Adapted from **English For Your First Job**, Gage, Prince, Fuller and Rygg-Nordell, 1980, Office of the Superintendent of Public Instruction, State of Washington

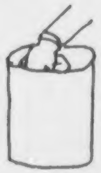
TEACHER'S COPY

CLEANING

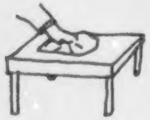
Listen. Circle the right pictures.

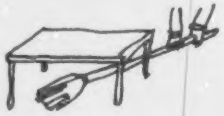
a. Clean outside this.



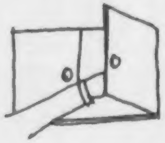


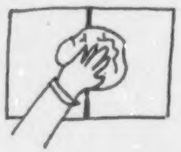
b. Clean under this.



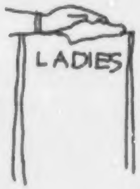


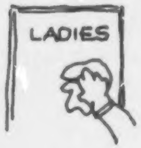
c. Clean inside there.





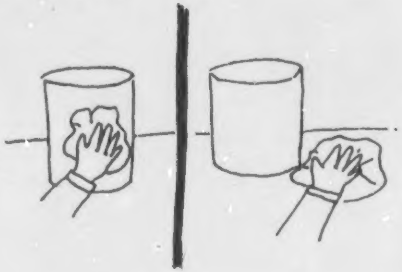
d. Clean above here.



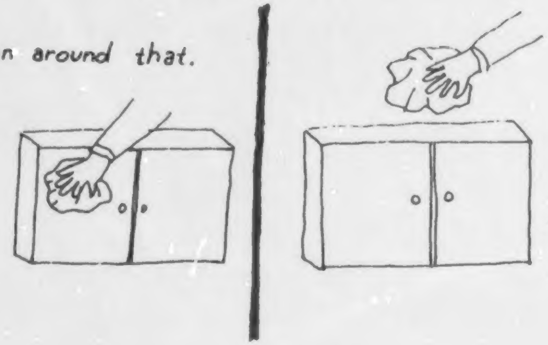


V. DRAWINGS

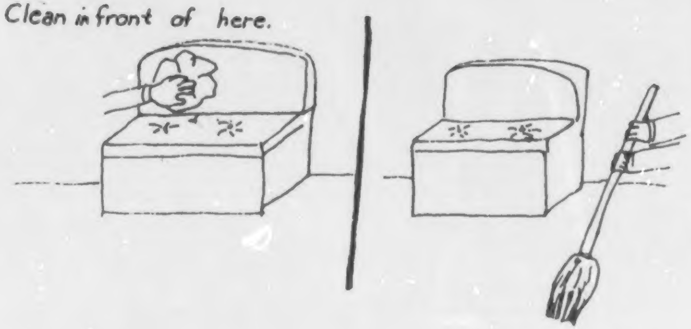
e. Clean under this.



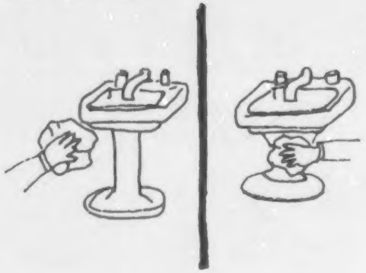
f. Clean around that.



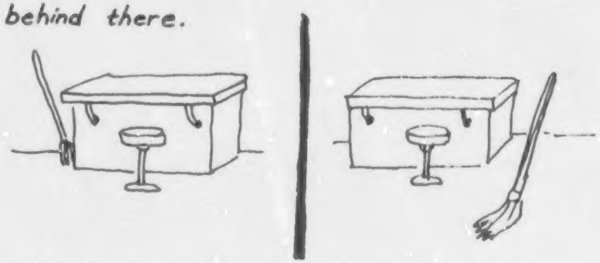
g. Clean in front of here.



j. Clean next to this.



h. Clean behind there.



Adapted from **English For Your First Job**, Gage, Prince, Fuller and Rygg-Nordell, 1980, Office of the Superintendent of Public Instruction, State of Washington

Pre-employment Cultural Orientation

Galang – Lesson 8

JANITOR SIMULATION

I. COMPETENCIES COVERED

A. **Basic Skills**

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
    - b. . . . working alone.
    - c. . . . showing motor skills and self-confidence with tasks and equipment, making problem-solving judgments for minor problems while working to specifications.
2. Competency 4: The student can measure using tools:
    - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
3. Competency 7: The student can use time-related information on schedules and forms.
4. Competency 9: The student can recognize the visual cues and signs indicating direction, operation, and areas/locations.

B. VESL

1. Competency 1: The student can follow simple directions.
    - b. Follow one-step directions.
    - c. Follow multiple-step directions to perform a task.
    - d. Follow directions in use of hand or power tool.
2. Competency 2: The student can follow redirected instructions.
    - a. Respond to negative command.
    - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
    - b. Provide feedback about quality of work
    - d. Describe activities in progress and needs for completing a task within
    - f. Acknowledge and apologize for mistakes, poor performance, being late and absent.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - b. Ask for assistance or advice from a supervisor or co-worker.
5. Competency 5: The student can ask for clarification.
    - a. Indicate lack of understanding.
    - b. Ask for clarification.
    - c. Ask for repetition of demonstration.
6. Competency 6: The student can ask how to say something in English.
    - a. Ask names of workplace objects and procedures.
    - b. Ask for meaning of English words.
7. Competency 7: The student can ask and respond to questions about items in the work place.
    - a. Ask or tell the location of an object or place.
    - b. Ask or tell who has an object.
    - c. Make and respond to a request for an object.
8. Competency 8: The student can request permission and give reasons for being late or absent.

9. Competency 9: The student can use numbers.
   c. Provide a count.
   f. Read and report time on work records.

10. Competency 12: The student can read workplace signs.
   a. Read common workplace signs.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   a. Student can describe his/her responsibilities in the role of a job trainee.
   b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
   a. Student can relate training to common entry-level jobs generally available to refugees.
3. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace.
   b. Given the following critical incidents the students can select from alternative actions the most appropriate one for the American workplace:
      1. your boss is angry.
4. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace.
   a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
      1. your boss is angry
      3. being unable to carry out a given task
      4. negative feedback from a supervisor or co-worker

II. LESSON CLARIFICATION

A. Rationale

1. This lesson is a continuation of the previous lesson, "Working as a Janitor". Some new material will be introduced on the proper use of soaps and cleaning solutions and more VESL associated with cleaning. The most important aspect of this lesson, however, is to put much of what has already been learned in previous lessons into the context of an actual working situation. This is a simulation. Students take the part of a janitor and the teacher acts as the supervisor. The students (workers) must demonstrate good work habits such as coming to work on time, "punching in" on the time clock, asking for clarification or directions, performing tasks involving some simple skills, talking a break, working well with others and "punching out" on the time clock.

B. Learning Outcomes

1. Student will be able to explain in native language the uses of a variety of soaps, and measure the proper amounts from visual cues.
2. Student will be able to respond to simple instructions in English or ask for clarification associated with cleaning.
3. See the competencies stated in Rationale for other learning outcomes.

III. MATERIALS

A. Required Materials, Equipment and Supplies

2 buckets of water
2 brooms
2 mops
2 scrub brushes
4 rugs
1 feather duster
1 set measuring spoons
1 measuring cup
1 quart measuring cup

1 trash can
1 dust pan
1 container Densol (Top Job)
1 container Vim (Ajax)
1 container Harpic (Tidybowl)
1 bottle windex
1 box Fab (Powder, soap for clothes)
1 container Mama Lemon (Dishwashing Liquid)
1 hand soap
Vacuum cleaner and carpet

For Break: Signs for rooms, plus realia:
Plates, silverwares, cups for LOUNGE
Ashtrays for SMOKING AREA.
"Vending Machine" for LOUNGE (self-manufactured)

IV. PROCEDURE

A. Discussion of Previous Basic Skills Activity (10 mins.)

B. Job Training (20 mins.)

1. Explain that this is the first job simulation in which the students perform as workers and the teacher and translator are supervisors. Tell the students that they will receive a little more training and then be put to work. They will be expected to follow directions and ask for clarification if they do not understand. Explain that you will not act as a teacher but as a supervisor and that you will give instructions and check their work. If the work is not done well, you may get angry and yell at them just as a supervisor might do in America. Show them the schedule for the day including 15 minute breaks. Ask the students (workers) what they do first when they come to work (punch-in on time clock).
2. Show the different soaps to be used. In native language ask the students what they are used for and why different soaps are used for different jobs? Point out the simple instructions for using the soap properly. Ask why it is important to follow the instructions. Assess whether or not students are able to measure according to the directions. Stress that there are many soaps for special purposes in the U.S. While some are used in the home, special industrial strength cleaners are used in factories, hospitals, etc. Point out the word DISINFECTANT and explain that it is used to kill germs. Disinfectants are especially important in the bathroom in the house, and also in hospitals.
3. Discuss the safety rules that apply. Many cleaning agents are poison. Special handling is necessary when storing, mixing or using these chemicals. Some cleaning agents are flammable, some injure people if they are inhaled or if they touch the skin. Stress again how important it is to follow the directions.

C. Use the verbs associated with the tools. Again practice some TPR.

1. SWEEP THE FLOOR (with the broom)
2. MOP THE FLOOR (with the mop)
3. SCRUB THE WALL (with the scrub brush)
4. DUST THE WALL (with the duster)
5. WIPE THE BENCH (with the washrag)
6. ADD THE SOAP TO THE WATER (in the bucket)
7. MIX THE SOAP
8. WET THE MOP, WET THE WASHRAG
9. DO IT LIKE THIS

D. On the Job (80 mins. English)

1. Have the students clean a room other than the classroom. Some options might be teacher offices, training rooms or recreation rooms.
2. Direct the students to the places they will clean and have them begin the tasks described in C above.
    a. Hue, sweep the floor below the window.
    b. Duc, dust the table over there.
    c. Huong, clean around the windows.
    d. Thanh, mop the floor in front of the door.
3. Check their work as a supervisor would: ask them what they are doing, if they make a mistake yell at them a little, praise them for doing good work, praise them especially for asking clarification if they do not understand your directions.
4. Half way through the class period tell the students it is time to take a 15 minute break. Ask them what they will do during breaktime, and where they can go (review briefly the names of places where breaks are taken).

    Have them practice using the snack "machine" in the lounge. After the break period direct them to return to work. Have them "punch out" on the time clock a few minutes before the period is over.

E. Closure (10-15 min. Native Language)

1. Close the class by asking the students some questions concerning the day's simulation.

Sample Questions:
a. Were their jobs easy? Was it difficult to use English?
b. Would they want to do this kind of work for 8 hours a day, 5 days a week?

c. What did they do during breaktime? Did they feel better or work faster after the break?
d. How did they feel having a foreign supervisor watching and examining their work? Did they understand the supervisors when they spoke in English?
e. What did they do if they had a problem on the job? Were they able to ask for clarification in English?
f. Would they like to do a job like this in the U.S.? Working nights? Part-time?

Pre-employment Cultural Orientation

Galang – Lesson 9

SAFETY AT WORK AND IN THE HOME

I. COMPETENCE COVERED

A. Basic Skills

1. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/location.
2. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions.
    - b. Follow one-step directions.
    - c. Follow multiple-step directions to perform a task.
    - e. Respond to simple cautions and negative commands.
2. Competency 2: The student can follow redirected instructions.
    - a. Respond to a negative command.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - c. Ask for help in an emergency.

C. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
    - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.
2. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
    - a. Given the following situation on the job, student can select from various alternatives the most appropriate action:
        - 5. something goes wrong on the job.
    - b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.
3. Competency 6: Students understand importance of taking responsibility for their own and others' safety on the job:
    - a. Given simple pictures of worksites, student can identify safety hazards.
    - b. Given a dangerous situation, student can identify an appropriate action to be taken.

II. LESSON CLARIFICATION

A. Rationale

1. Safety is not only important on the job. There are many similarities between safety at work and safety in the home. Some of the common safety precautions, such as safety dealing with electricity and with chemicals will be discussed. Recognition of safety hazards as well as safety signs is an important part of this lesson. Being able to warn co-workers and learning how to report an accident are a major part of people's responsibility for their own and others' safety on the job. By using pictures and practicing VESL these safety procedures will be introduced. These points will be reinforced in many simulations to be done later.

B. **Learning Outcomes**

1. Given simple pictures of worksites, student can identify safety hazards.
2. Student can state some safety precautions to be taken in the home.
3. Given a dangerous situation, student can identify an appropriate action to be taken.

III. MATERIALS

A. **Required Equipment, Supplies and Materials**

1. Soldering iron
2. Power saw
3. Hacksaw
4. Extension cord
5. C-clamp
6. Kerosene
7. Cleaning fluids or detergents
8. Cigarettes
9. Wet battery
10. Telephones
11. Safety goggles
12. Safety signs — self-manufactured in Galang
13. Class sets of drawing "Safety"

IV. PROCEDURE

A. **Discuss the Previous Basic Skills Activity.**

B. **Discuss Safety Precautions Taken in Previous Basic Skills Lessons.**

1. What kind of safety precautions did you follow when you used the electric drill/electric saw/hand saw/hacksaw?
2. Could water spilled on the floor be a safety hazard?
3. What happens if you are standing in water or are wet and you use an electric tool?

C. **Review of Safety Rules learned in Vietnam.**

1. What safety precautions did you have to follow in your home in Vietnam?
    a. Did your house have electricity?
    b. Were there safety precautions used when cooking?
    c. Where did you store soap, paint, medicine?

2. What kind of safety precautions did you have to follow in your work?
    a. Did you work with electrical tools?
    b. Did you work with any chemicals such as paint or gasoline?
    c. Were you allowed to smoke on the job?
    d. Did you wear clothing designed for safety?
    e. Were you required to use or wear any piece of safety equipment?

D. **Identify Safety Hazards from Pictures.**

1. Pass out pictures of safety hazards and have students identify them. Have students explain why the situation they have identified is a safety hazard and what precautions should be taken.
2. Display pictures of safety clothing. Have students explain the kind of jobs that require safety clothing and why it is worn.

E. **Warning Signs**

1. Show student a warning sign, say the words on the signs, and have the students repeat the words. Explain the importance of each of these signs:
    a. DANGER!
    b. NO SMOKING!
    c. DO NOT ENTER!
    d. FIRE EXIT
    e. NO ADMITTANCE
    f. DO NOT OPEN
    g. KEEP CLEAR
    h. HAZARDOUS MATERIALS
    i. DO NOT TOUCH
    j. CAUTION
    k. HIGH VOLTAGE
    l. POISON
    m. BEWARE

2. Teacher can bring pictures or props to use with the signs. Examples of possible aids are:

	Prop or Visual	*Sign*
a.	Kerosene	FIRE EXIT
b.	Cigarettes	NO SMOKING
c.	Soldering iron	DANGER
d.	Light Socket	HIGH VOLTAGE
e.	Power saw	CAUTION
f.	Gasoline	POISON
g.	Detergents	HAZARDOUS
h.	Cleaning fluid	

3. Have students or the Teacher and the Aide role play some dangerous situations. Props that might be used in such a role play are an extension cord, a saw or a battery.

F. Warning Someone

1. Again using the tools as teaching aids and acting out the situation in the classroom, teach the students useful phrases to *shout out* in order to warn someone of danger. It is important that students are forced to *shout* these warnings.
   a. Look out! The soldering iron.
   b. Be careful! The cigarette.
   c. Watch out! The floor.
   d. Out of the way! The power saw.
   e. Be careful! Your hair.
   f. Look out! Your eyes.

2. Possible scenes for warnings:
   a. People's hands too close to power tools
   b. Water on the floors and using electricity, also wearing sandals
   c. Smoking near kerosene
   d. Extension cord or exposed wire in the way.
   e. People's hair, clothes, jewelry near power tools

G. Reporting accidents

1. Again using simple situations, role play accidents that have happened. Discuss in native language what should be done at work and in the home in such cases. Have students role play using the telephone to report an accident. Explain the context for each of the sentences below. Remind students to use 911 to report an emergency.
   a. *Fire* at 1116 Spring street.
   b. *Police* come to 1116 Spring street.
   c. Send an *Ambulance* to 1116 Spring street.

2. At work when there is an accident, someone must be told immediately and, at a later time, a supervisor may ask more questions about the incident. Students should already know the parts of the body and some words like hurt, cut and burn. Using tools as props, have students act out the following scenarios using appropriate language.
   a. I hurt my hand.
   b. I cut my finger with the saw.
   c. I burned my arm with the soldering iron.
   d. Something is in my eye.
   e. I hurt my back.
   f. I cut my leg.

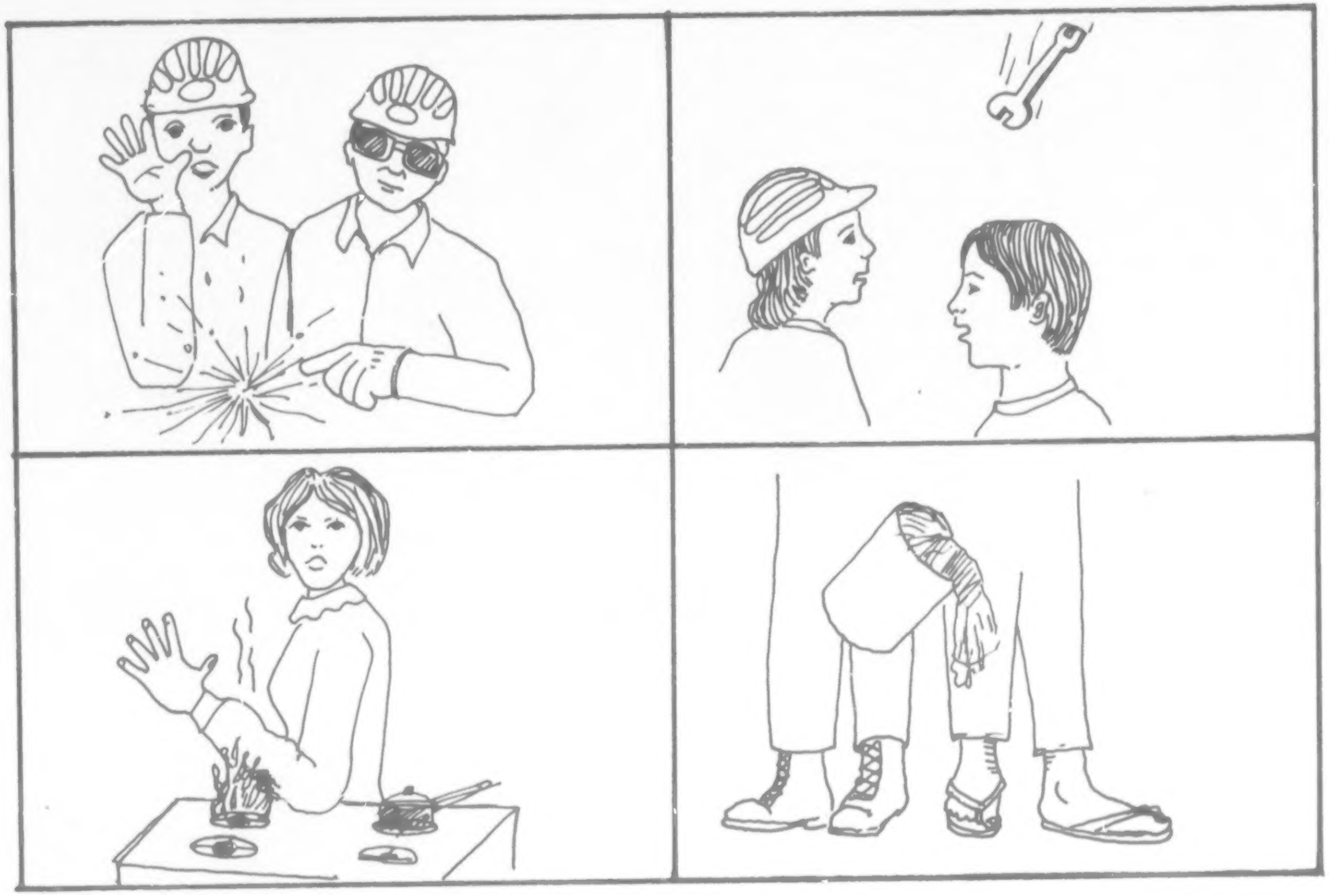
H. Safety Rules

1. Explain that many worksites have safety rules that all the workers must follow for the safety of everyone. Many of the rules may involve wearing special clothes and knowing the warning signs.

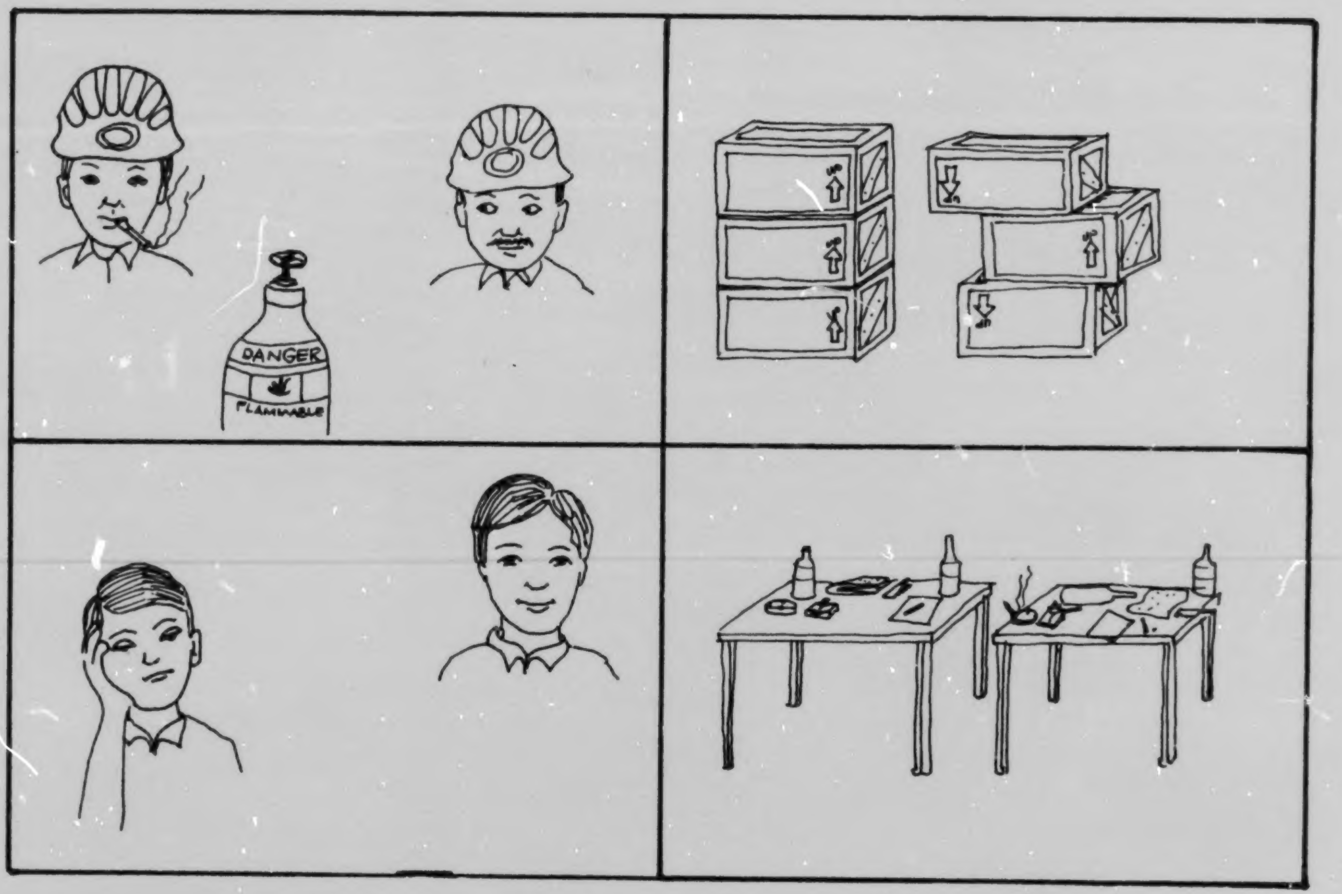
2. Some people even have simple safety rules that their families follow in their homes. Have students think of good safety rules for the home.

STUDENT HANDOUT

SAFETY

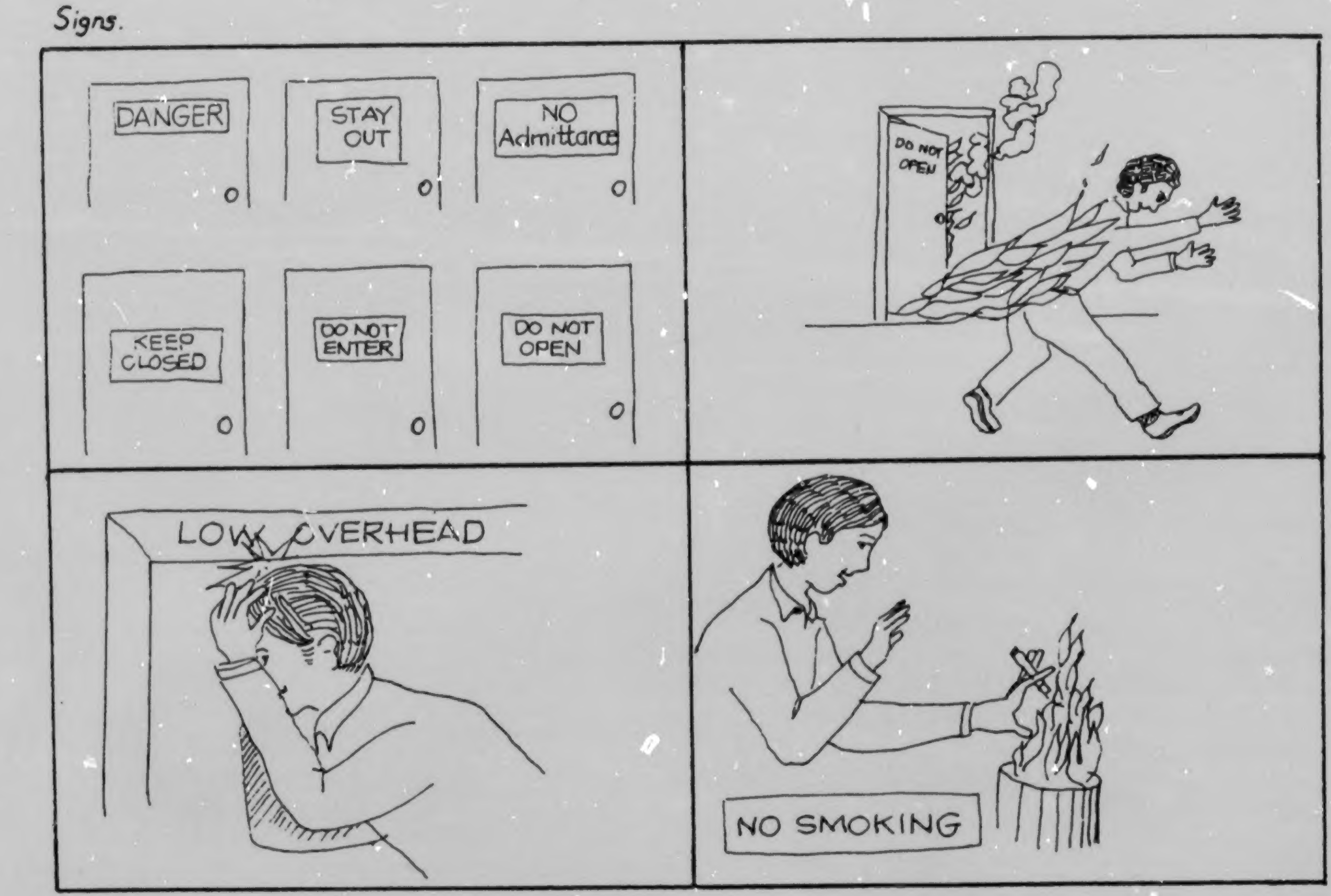


STUDENT HANDOUT

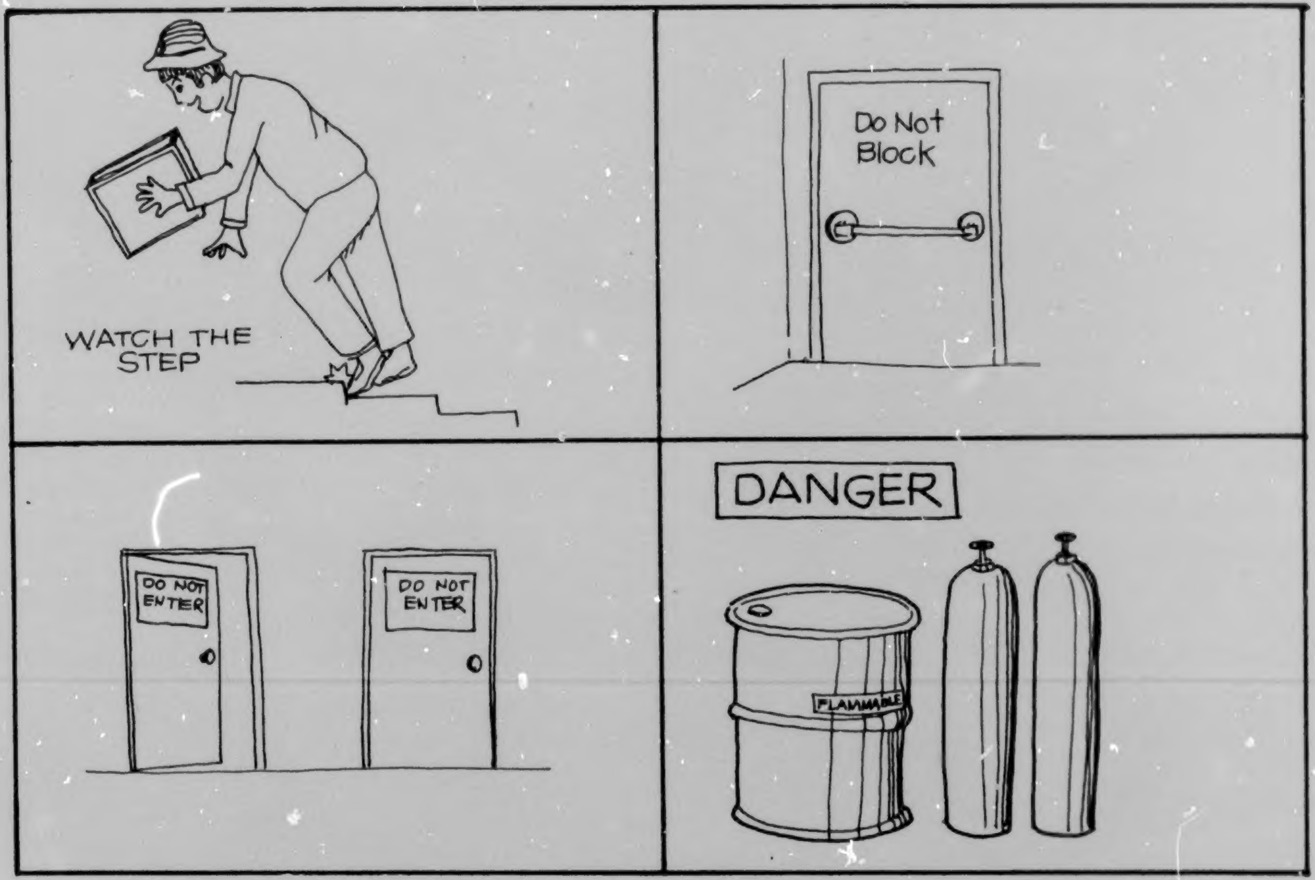


STUDENT HANDOUT

Signs.



STUDENT HANDOUT

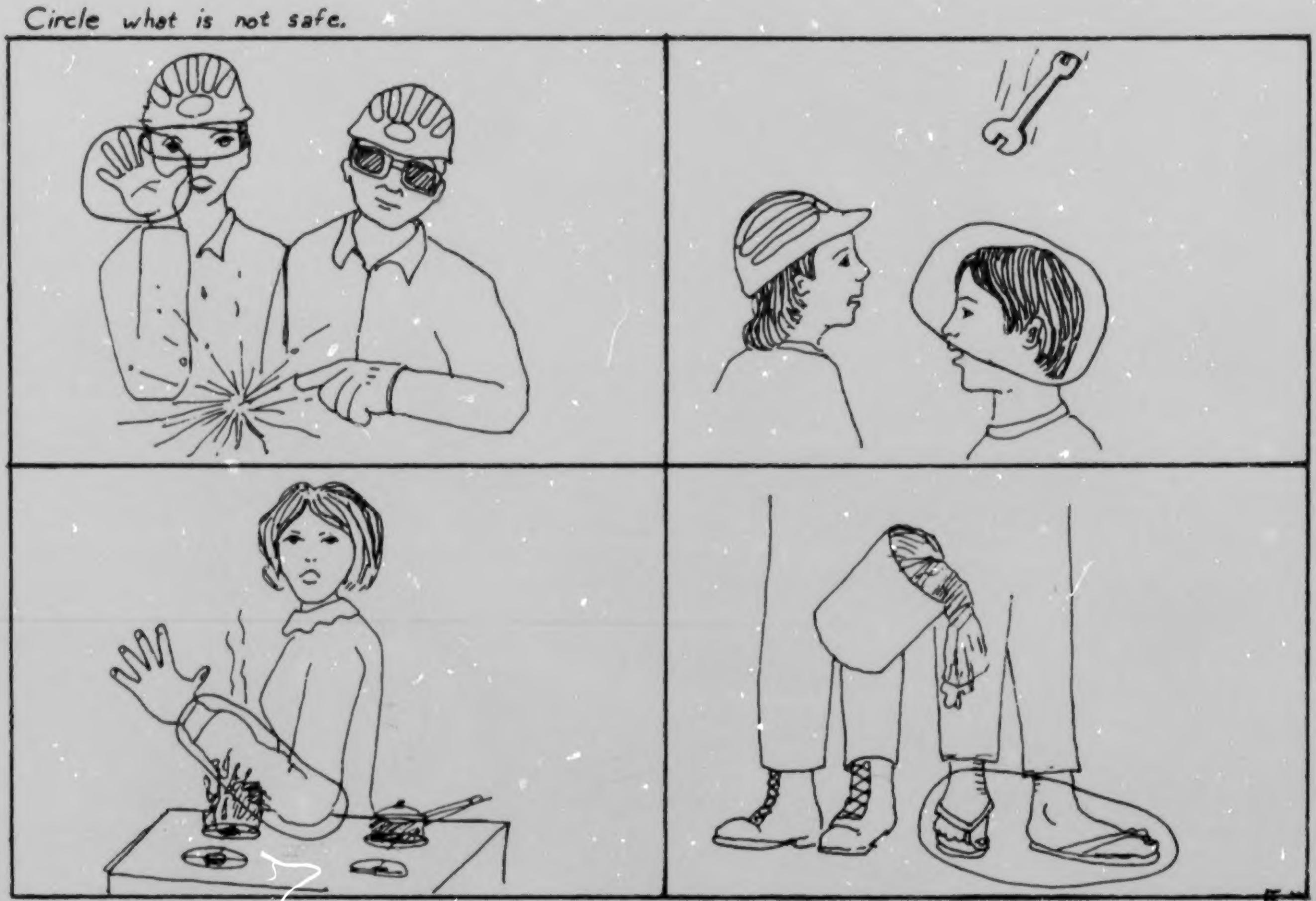


Adapted from **English For Your First Job,** Gage, Prince, Fuller and Rygg-Nordell, 1980, Office of the Superintendent of Public Instruction, State of Washington

TEACHER'S COPY

SAFETY

Circle what is not safe.



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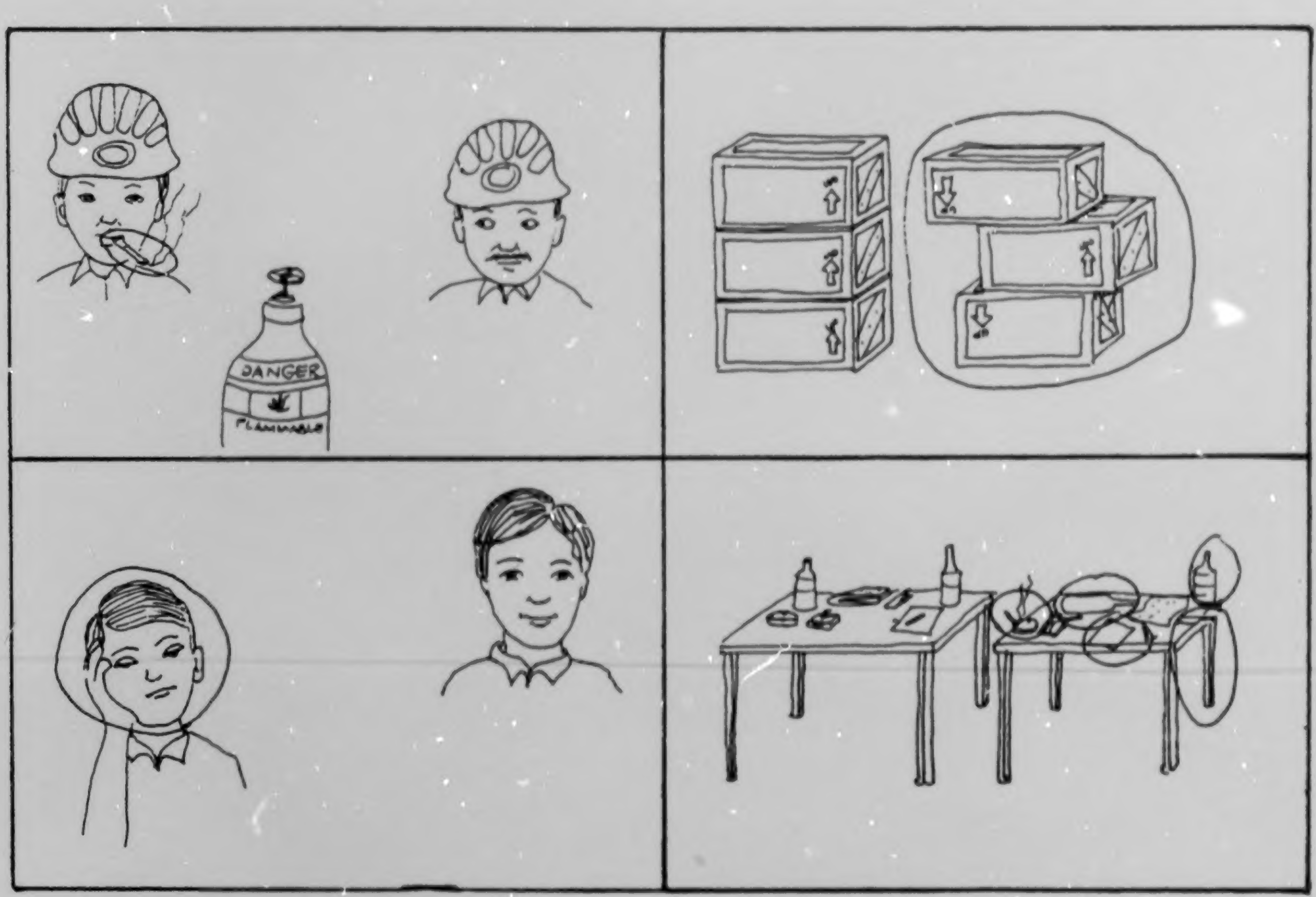
V. DRAWINGS

TEACHER'S COPY



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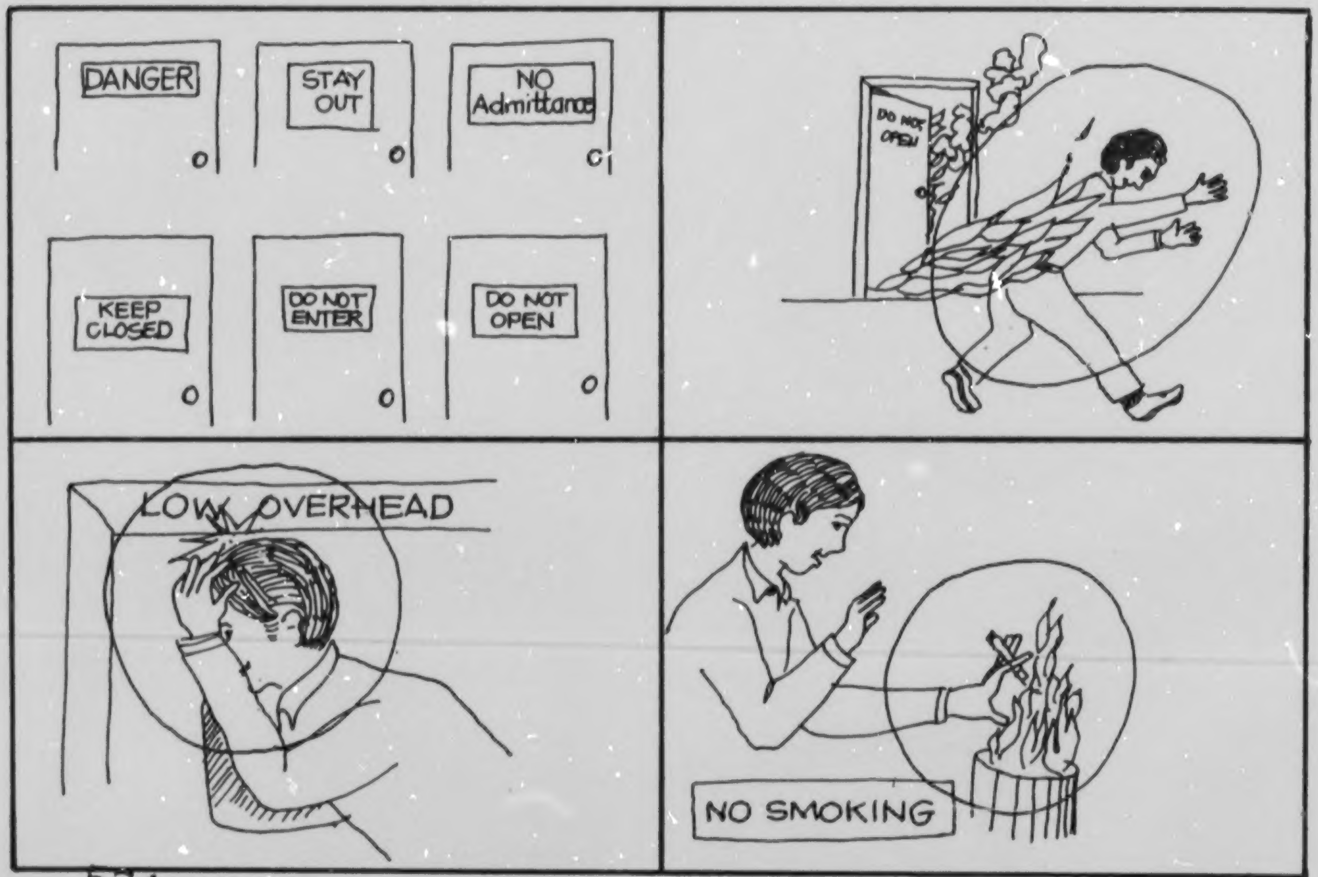

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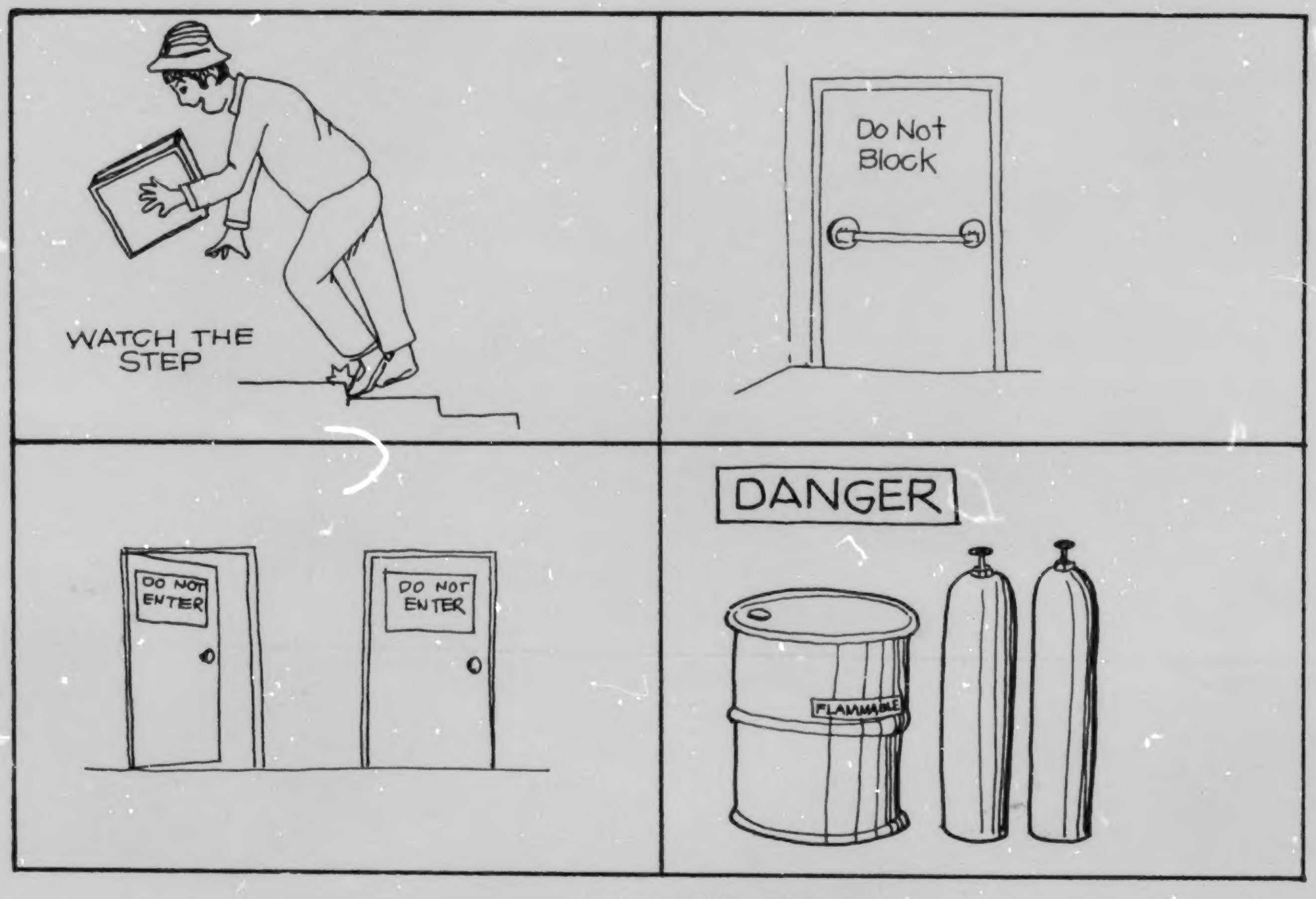

Adapted from **"English for Your First Job"**. Gage, J. and Prince, D. 1980, Office of the Superintendent of Public Instruction, State of Washington.

Pre-employment Cultural Orientation

Galang – Lesson 10

MAINTENANCE OF EQUIPMENT AND REPORTING FAULTS

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   b. . . . working alone.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different tasks which include using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 6: The student can follow a sequence.

B. VESL

1. Competency 1: The student can follow simple directions.
   a. Acknowledge that one is about to receive directions.
   b. Follow one-step directions.
   c. Follow multiple-step directions to perform a task.
2. Competency 3: The student can provide feedback on performance of task.
   b. Provide feedback about quality of work.
   c. Provide specific assessment of a product.
   d. Describe activities in progress and needs for completion of task.
   f. Acknowledge and apologize for mistakes, poor performance, being late or absent.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   a. Ask for feedback.

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4. Competency 5: The student can ask for clarification.
   a. Indicate lack of understanding.
5. Competency 7: The student can ask and respond to questions about items in the workplace.
   c. Make and respond to a request for an object.
6. Competency 12: The student can read workplace signs.
   a. Read common workplace signs.
   b. Read safety signs.

C. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace.
   a. The student can identify strategies for clarifying workplace rules, policies and procedures.
   b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.
2. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
   a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
      3. being unable to carry out a given test.
      5. something goes wrong on the job.
   b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Rationale

1. Maintenance and repair of tools and equipment is a common and important function in both the worksite and the home. There are many jobs which require maintenance and repair of equipment. Workers in almost every job are expected to maintain and care for their tools properly, as well as to make minor repairs. Reporting when something goes wrong on the job, such as when tools are in need of repair, is also important. In this lesson we also want to acquaint the students with the skills and tasks associated with maintenance jobs requiring tools. The VESL included requires that students give an explanation of a process involving a series of steps.

B. Learning Outcomes

1. Students can describe the importance of care and repair of equipment and proper maintenance of tools used in Basic Skills class.
2. Students will be able to report, in English, broken and damaged equipment.
3. Students will have awareness of some common maintenance jobs and skills associated with them.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Class sets of handout "Working as a Repair Man or Mechanic" (Optional)

IV. PROCEDURE

A. The Teacher Leads a Short Discussion of Previous Basic Skills Activities

B. Maintenance of Equipment

1. Equipment in basic skills
   a. Why did you clean the paint brushes after painting?
   b. What would happen if you did not clean them?
   c. Why do we put tools back in the storeroom after they are used in class?
   d. What would happen to the tools if they got wet?
   e. What special care does a soldering iron require?
   f. What special care does a power drill require?
   g. What special care does a saw require?
2. Show some of the tools and equipment that have been damaged in previous cycles. Discuss with the students how they may have been mishandled and in what way they should be cared for. Give the following examples of damaged tools:
   a. Broken folding rulers
   b. Damaged plugs and switches on extension cords
   c. Rusty and broken razor knives
   d. Rusty tools in general — and silverware
   e. Paint brushes that have not been cleaned thoroughly

C. Repairing Equipment

1. Have students discuss any prior experience they may have had repairing equipment. People like mechanics, carpenters, welders often make a living doing repair work. Many people do simple repairs around the house or in their daily work. Encourage students to give examples of these by posing a series of questions.
   a. In your former job did you repair tools and equipment?
   b. What kind of repairs did you make? How did you do it?
   c. Does it take a special skill to make these repairs?
   d. Did you do any repair work on your house?
   e. What kind of repairs? How did you repair these things? Why did you do these repairs?
   f. What kind of repair work does a fisherman need to do? A seamstress? A housewife? A cook?

D. Working as a Repairman or Mechanic

1. Give the students the information handout "Working as a Repairman or Mechanic". Let them read it, then briefly discuss the job.

E. Flashcards

1. Show students some of the flashcards that involve maintenance and repair work. Ask them to identify the picture and skills needed to do the work portrayed.

F. Repairing Frayed Wire on a Plug

1. Divide the students into pairs. Give each student the frayed wire. Ask the following questions:
   - a. What's wrong with this? Is it dangerous?
   - b. Do you know how to repair it? (Do not ask for explanation. Some will know from previous experiences, but we want others to see if they can figure it out.)
   - c. What tools do you need to repair this? (Pass out razor knife and screwdrivers to each pair and tell them to fix it.)
2. After repairing the plugs have students examine each other's work to see if it was done properly. Ask questions:
   - a. Was this easy/difficult to repair?
   - b. Could you do this in your house in America?
   - c. What safety precautions do you need to take when working with electricity?
   - d. If you are renting an apartment or house, whose responsibility is it to do the repairs?
   - e. If you are buying your own house,whose responsibility is it to do the repairs?
   - f. What kind of things can you fix yourself?
   - g. What kind of things would you need to call a skilled repairman to fix?
   - h. Why would you want to fix some things yourself?

G. VESL: Explanation of a process.

1. Repairing the frayed wire on the plug involves a series of steps. After discussing these steps with the students go through some simple English with the students to explain the steps.
   - a. UNSCREW THE PLUG
   - b. UNSCREW THE SCREWS
   - c. TAKE OUT THE WIRE
   - d. CUT THE WIRE
   - e. STRIP THE WIRE
   - f. CONNECT THE WIRE
   - g. TIGHTEN THE SCREWS
   - h. SCREW IN THE PLUG

H. VESL – Reporting Faults on the Job.

1. Give one student a bent nail and hammer and instruct him to hammer the nail into the wood. Hopefully, he will be confused. If he tries to hammer it in, stop him and ask what is wrong? Explain that on the job you may need to report problems and broken or faulty equipment to your supervisor. Use your translator as a role model and give her or him the same instructions.

Listen	
What is wrong?	The nail is BENT BROKEN DAMAGED It does not work.

2. Write the above vocabulary on the board. Using tools, nails and screws as props for TPR, repeat the exercise. The students should identify the tool or equipment and say the appropriate word or phrases.

Listening	*Speaking*
What is wrong?	The screw is broken bent stripped The hacksaw blade is broken. bent The screwdriver is too big for the screw. There is no electricity. It's the wrong plug. I need a bit. blade.

HANDOUT

Working as a Repairman or Mechanic

By Mark [illegible]

A. **Working as a Repairm[illegible] Mechanic:** Two job categories describe repair work[illegible] *repairman* fixes different appliances such as a televisio[illegible] a refrigerator; a *mechanic* repairs different types of engines.

B. **Skills Needed:** There are some skills common to these jobs. Both mechanics and repairmen may use common handtools, such as screwdrivers and wrenches, some power tools, such as a power drill, plus some special equipment which requires specific training for effective use. Both need to be knowledgeable about engines and to be able to understand manuals with picture diagrams. Both need to understand English because they talk with customers about the engines. Both specialize in what they repair: mechanics may specialize in car, boat, truck, or motorcycle engines; repairmen in a specific appliance, such as televisions, air-conditioners, refrigerators, or in small appliances like toasters and irons.

C. **Working Conditions:** Repairmen and mechanics often have very different work environments. Most repairmen work in appliance stores or repair shops, others in large department stores or for a manufacturer. Many go to the customer's home to make the repair. Mechanics usually work for automobile dealers or in gasoline stations and must often work with greasy, dirty and heavy parts. Safety is very important in both kinds of work due to contact with electricity and strong cleaning chemicals.

4. **Training:** Training in appliance repair is available from some high schools, private vocational schools, and community colleges. Employers will usually give additional training. Up to three years of on-the-job training may be needed to become a skilled appliance repairman. Persons who want to become appliance repairers generally must have a high school diploma or G.E.D. before they begin training. Most mechanics learn their skills on the job. Beginners may start as helpers and gradually gain skills by working with experienced mechanics. It usually takes 3 to 4 years to become a good mechanic.

Because both repairmen and mechanics require many skills and special training, they seek skilled jobs, not entry level jobs. They usually work full time during the daytime, and the pay is higher than most entry-level jobs. Because of the level of English required and the specific skills needed, this type of work is not as easy to find.

Pre-employment Cultural Orientation

Galang – Lesson 16

QUALITY CONTROL, ACCURACY, AND MEASUREMENT

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 4: The student can measure using tools:
    - a. . . . determining if two quantities are equal length, volume, or weight.
    - c. . . . using standard tools, determine whether duplicated items are equal.
    - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
2. Competency 5: The student can organize, classify, and sort discriminating between:
    - b. . . . number codes, letter codes, alphanumeric codes.
    - e. . . . task-related specification.

B. VESL

1. Competency 2: The student can follow redirected instructions.
    - a. Respond to a negative command.
    - b. Follow instructions, delay, repeat and reorder an activity.
2. Competency 3: The student can provide feedback on performance of task.
    - b. Provide feedback about quality of work.
    - c. Provide specific assessment of a product.
    - d. Describe activities in progress and needs for completion of task.
3. Competency 9: The student can use numbers.
    - c. Provide a count.
    - d. Verify a count.
    - e. Read and report a measurement.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role.
    - a. Student can describe his responsibilities in the role of a job trainee.
    - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
    - a. Student can relate training to common entry-level jobs generally available to refugees.
3. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace.
    - a. Given the following situations on the job, student can select from various alternatives the most appropriate actions:
        1. unclear directions
        2. redirection in task
        3. being unable to carry out a given task
        4. negative feedback from supervisor or co-worker
        5. something goes wrong on the job
    - b. Student can give examples of situation in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Rationale

1. Most, if not all, refugees with limited English will be employed in entry-level manufacturing jobs. Though termed "unskilled labor" these jobs often require basic knowledge of measurement, accuracy, and quality control. They also expect a minimum knowledge of the manufacturing process, i.e., the dependence on standardization and the necessity for quality control.

B. Learning Outcomes

1. Students will understand the necessity for quality control and accuracy.
2. Students will understand their role in the process.
3. Students will be able to describe their responsibilities using the present continuous tense.
4. Students will be able to perform a task from a written simple assignment sheet.
5. Students will respond to negative feedback.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Class set of Handouts "Quality Control"

IV. PROCEDURE

A. Standardization

1. Modern manufacturing depends on accuracy and standardization. Every tool, machine part, plastic bag and earring which is mass produced must be exactly the same as the previous one. This is how a company can produce items of quality, keep costs low and still make a profit. Manufacturers depend on both machines and workers to produce items with speed and accuracy. Though a certain amount of waste is expected, employers try hard to keep it to a minimum. Inspectors are hired to maintain quality control. Their job is to check the product. If the product meets the specification, it is passed. If it does not, it is rejected. The inspector has an important job because the company's reputation and profits depend on whether or not the product works well for the consumer.

Many refugees possess the skills to be a good inspector. They should be encouraged to prove their abilities to their supervisors for promotions from entry-level manufacturing to quality control inspector.

B. Accuracy

1. Time: The working day is divided into shifts.

Shift	*Hours*
First	7:00 am — 3:30 pm or 8:00 am — 4:30 pm
Second	3:30 pm — 11:00 pm
Third	11:00 pm — 7:00 am

Third shift workers are usually paid more than first or second shift. Workers are expected to "punch in" before their shift begins. If a worker arrives late, pay for that hour is reduced. For example: If they are less than 15 minutes late, they are docked for 15 minutes; if they are late for 16 to 30 minutes, they are docked 30 minutes, etc. Workers are expected to take breaks and be back to their work situations on time.

C. Counts

1. Products are usually shipped in large quantities and sorted by standard measurements or terms. Students should know the following classifications:

a. dozen = 12
b. gross = 12 dozen/144
c. pair = two
d. set = a group of one each or two each, etc.
e. assortment = a mixture
Example: 4 dozen assortment
1 dozen each shape

D. **Measurement**

1. In many manufacturing jobs, measurement is very important. For machinists, it is crucial. However, there is an allowed variation from a standard dimension which is called tolerance. This permitted variation is often very small. In a machine shop it is often less than 1/32 (students do not need to know 1/32, only that it is small). Tolerance is usually shown as ± a number.

2. Exercise I — Measuring

   First, do a measuring exercise using the lamp bases. Given a set of standard measurements, the students will respond to questions concerning quality. The lamp bases should be 16" x 16", unfortunately they are not. Allow a tolerance of ¼ inch. Each group should measure all of the lamp bases and record the information. Introduce the symbols for feet/' and inches/" as in 1' and 2".

3. Exercise 2 — Packaging

   This exercise is played like a game. The teacher and the aide play the part of supervisors. They are responsible for explanations and feedback, both positive and negative. The students are the workers.
   - supply clerk
   - measurement inspector
   - carder
   - packer
   - order inspector

   Let the aide explain the game.

   a. The instructions are given to the supply clerk who passes them out to the workers and measurement inspector. The supplies are arranged on the front desk. The supply clerk takes the supply request and gives the supplies to each worker. If workers do not understand their tasks or need clarification at any time, they must use appropriate English and ask a supervisor.

   b. Next, the carder puts the product in sets, as directed, the packer puts them in boxes and the order inspector counts them. The first team that finishes counting and packing their boxes correctly is the winner. During the game the supervisor asks the worker:

Listening	*Speaking*
What are you doing?	Getting ______________ . *supply*
	Checking the size
	Putting the ________ together. *items*
	Packing
	Checking the count.

Throughout the exercise the teacher and aide should provide direction and feedback.

STUDENT WORKSHEET

ATTRIBUTE BLOCK CO.
QUALITY CONTROL

ITEM NUMBER	COLOR	PASS	REJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

INSPECTOR'S SIGNATURE: ____________________

FORM ABC-1

Pre-employment Cultural Orientation

Galang – Lesson 17

WORKING IN THE FACTORY

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.
   - c. . . . as output/product.
2. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/location.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - c. Follow multiple step directions to perform a task.
2. Competency 4: The student can ask for feedback, assistance advice and emergency help.
   - a. Ask for feedback.
   - b. Ask for assistance or advice from a supervisor or a co-worker.
3. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
4. Competency 7: The student can ask and respond to questions about items in the workplace.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.
5. Competency 12: Read workplace signs.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
   - a. Student can relate training to common entry-level jobs generally available to refugees.
3. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace.
   - a. Given the following situation on the job, students can select from various alternatives the most appropriate action:
     1. unclear directions.

II. LESSON CLARIFICATION

A. Rationale

1. Many common basic activities are practiced daily in a factory. Several of the previous lessons were based on these routines and can be built upon and put into a simple factory context in this lesson which presents more information about working in a factory in America. The concepts introduced are essential for the factory simulation which takes place as part of the next lesson.

In order to help "set the stage" for the small factory simulation, a typical factory floor plan can be used to explain factory processes. This strategy will also reinforce many points that have been presented in previous lessons. For example a factory floor plan can show:

a. The employee lounge or cafeteria.
   Review the purpose of breaks and practice social language.
b. The location of the time clock
   Review the importance of time, pay policies or excuses for late arrival.
c. The location of fire exits and extinguishers.
   Review safety rules.
d. The quality control section, packing section and supply rooms.
   Review working with others, the importance of accuracy, clarification language, numbers, etc.

B. Learning Outcomes

1. Students will demonstrate an understanding of a simple floor plan and the factory process by identifying designated areas on a factory floor plan.
2. Students will be able to explain the skills needed by a factory worker and the working condition in a factory.
3. Students will be able to ask in English for the location of objects in the factory.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. A class set of handouts "Working in a Factory"

IV. PROCEDURE

A. Brief Discussion of Previous Basic Skills Activity

B. Working In The Factory (Native Language)

1. Briefly discuss the students' experiences, if any, of working in a factory.
   Sample Questions:

   a. What kinds of jobs are there in a factory?
   b. How is something made in the factory?

On an assembly line each person adds a component or part to the item being built. Each person's work depends on how well the previous task was done by other workers on the assembly line. This process continues until the product is finished and tested.

   c. How much skill is needed for some of these jobs?
      There are different kinds of jobs requiring skills. Examples are: supply clerks, assemblers, quality control, packers, etc.
   d. How hard or difficult is this kind of work?

2. Information Sheet
   a. Hand out the information sheet "Working In a Factory". Give the students a few minutes to briefly read it; ask if they have any questions. Check to make sure they know the skills needed for and working conditions of the jobs described in the handouts.

C. Factory Floor Plan

1. Show the students the poster of the floor plan. Ask them what it is, and if they recognize any words in the various sections. They should be able to read *Fire Exits* from the safety lesson, quality control and assembly from the previous lessons. They may also be familiar with other words from ESL classes. Explain the purpose of each area shown on the floor plan.
   a. *Loading Dock* (Receiving): where parts and supplies used in assembling a product enter the factory.
   b. *Storeroom:* Where parts, supplies and tools are stored.
   c. *Assembly Area:* the center of most of the activity in the factory. It is here that the workers take the parts from the supply room and put them together into a finished product. This is where most of the people in the factory work. The assembly area has fire extinguishers and a fire exit for safety.
   d. *The Lounge:* where the workers take breaks. It usually contains some snack machines, a coffee machine and a softdrink machine for people to use during breaks, before or after work.

e. Near the *Entrance:* there may be Time Clocks which are used to keep track of the number of hours each employee has worked in a certain pay period (usually one or two weeks).

f. *Toilets:* where people use bathroom facilities

g. *First Aid* or *Nurse's Office* workers go to this office for some immediate attention when they get hurt on the job. The first aid room is for minor accidents; it is not like a hospital. Serious injuries cannot be treated there.

h. *Supervisor's Office:* usually close to the assembly area. It is important that the supervisor be close to the workers so that problems can be solved as they arise.

i. *Personnel Office:* secretaries and other people here keep track of evaluations, payroll, leave earned and taken, raises, applications and interviews.

j. *The Quality Control Area:* where the finished product is checked to see if it meets the company's standards.

k. *Packing Section:* where the product is put into boxes or bags for delivery to stores where it may be sold.

D. VESL

1. The next exercise will demand a lot of imagination on the part of the teacher. Students are required to ask for information and at the same time learn new vocabulary. They should be encouraged to ask the location of rooms on the factory floor plan which is built using cuisinaire rods. Any configuration is fine.

   a. Work Areas:

   - Personnel Office
   - Shipping and Receiving
   - Supply Room
   - Assembly Area
   - Employees' Lounge
   - Nurse's Office
   - Restrooms

   b. Designation of Place:

   IN
   NEAR
   IN BACK OF
   IN FRONT OF
   NEXT TO

2. Using the cuisinaire rods, the teacher outlines the floor-plan of a factory and then asks students to put someone or something in the rooms. Since the students have not been told anything about the factory, (what product is made there, how big it is, etc.), they must ask questions or ask for translations. If the students make a mistake, scold them using appropriate slang. Try to make the exercise fun.

3. In the remaining class time begin preparing the students for the small factory simulation. Explain that they will once again be doing piecework, but this time each person must depend on how well the previous work was done. An assembly line will be set up to produce a product. (The teacher may want to show an example of the final product.) Remind them to "punch in" and "out" on the time clock, to take their scheduled break, speak English on the job, ask clarification about where to locate supplies, etc.

HANDOUT
WORKING IN A FACTORY

There are many kinds of factories. The most common type of job in most of those factories is that of an assembler. Below are some facts about any assembler's job.

What is an assembler?

Workers who put together the parts of manufactured products are called assemblers. Assemblers specialize in just one part of a job. Producing a finished product is a team effort in which each assembler does a single task in a sequence until there is a finished product. Sometimes hundreds of people work on a single finished product. In the U.S. today almost every manufactured item is produced in an assembly line.

Skills Needed

There are many different kinds of assembling jobs and the skills needed will change according to the kind of assembly job. Some electronic assemblers must do very precise and delicate work. They may use tools such as tweezers, tiny cutters, and magnifying lenses to put together small parts in radios and televisions. Other assemblers work on large machines such as cars and trucks. They may use power tools such as a power drill or soldering iron to put parts together. Assemblers must be able to follow detailed instructions.

Working Conditions

The working conditions will also vary with the assembly job. Electronic assemblers may work in a clean room seated at tables. Machine assemblers may work in a noisy, dirty building and stand all day. Since most assemblers do only a few steps in the assembly operation, the job may be repetitive and boring. Shift work is common and workers may have to rotate shifts.

Training Required

Some assembly jobs require special training and may require people who have been to vocational school, but inexperienced people can be trained on the job in a few days or weeks to do most kinds of assembly work. New workers are often trained on the job by their supervisors who prefer workers who can do simple tasks at a fast pace. Later the assemblers will work more on their own and be fully responsible for the work they do. Experienced assemblers may move up to more skilled jobs, become quality control inspectors or even supervisors. Because the economy of the United States is weak now, these kinds of jobs are difficult to find, but as the economy improves, more assembling jobs may become available.

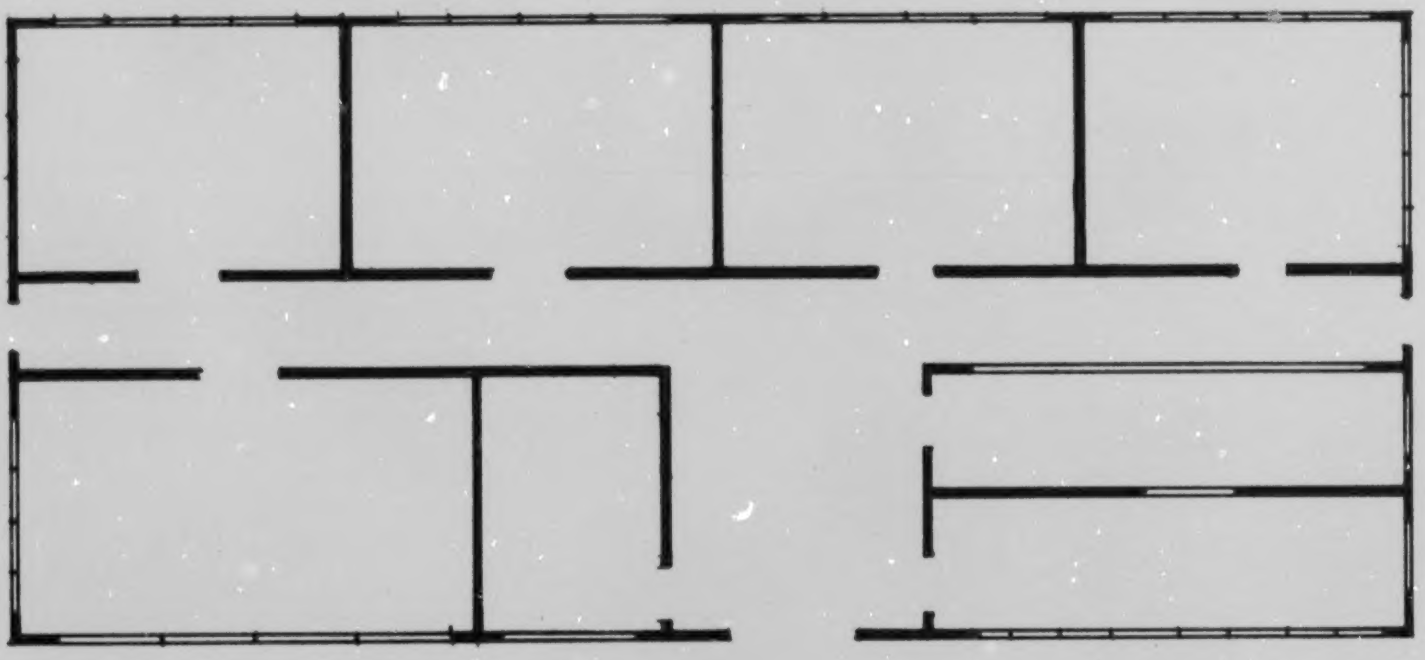
Other Entry-Level Jobs in the Factory

Supply Clerk
Painters
Janitors
Dock Workers (loading and unloading boxes of supplies)

Skilled Jobs in the Factory

Machine Operators
Welders
Quality Control Inspectors
Supervisors
Machine Repairpersons
Electricians

Sample Factory Floor Plan



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Pre-employment Cultural Orientation

Galang – Lesson 18

SMALL FACTORY SIMULATION

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different tasks which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
2. Competency 4: The student can measure using tools:
   - a. . . . determining if two quantities are of equal length, volume, or weight.
   - b. . . . duplicating the length, volume or weight of something without the use of standard tools.
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
3. Competency 6: The student can follow a sequence.
4. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.
5. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions
   - b. Follow one-step directions
     1. to start a task
     2. to take something apart
     3. to put something away
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of hand tool or power tool
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions
   - a. Respond to a negative command.
   - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
   - a. Provide feedback on progress.
   - b. Provide feedback about quality of work
   - c. Provide specific assessment of a product.
   - d. Describe activities in progress and needs for completion of task.
   - e. Report time worked.
   - f. Acknowledge and apologize for mistakes, poor performance, being late and absent.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - a. Ask for feedback.
   - b. Ask for assistance or advice from a supervisor or co-worker.
   - c. Ask for help in an emergency.
5. Competency 5: The student can ask for clarification
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.

6. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
   - b. Ask for meaning of English words.

Competency 7: The student can ask and respond to questions about items in the workplace.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.

Competency 8: The student can request permission and give reasons for being late or absent.

Competency 9: The student can use numbers.
   - a. Read and understand numbers in codes.
   - b. Discriminate between coded numbers.
   - c. Provide a count.
   - d. Verify a count.
   - e. Read and report a measurement.
   - f. Read and report time on work records.
   - g. Read and verify pay figures.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   - a. Student can describe his responsibilities in the role of a job trainee.
   - b. Student can describe the approaches to training that are used in the classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment:
   - a. Student can relate training to common entry-level jobs generally available to refugees.
   - b. Given the employability profile, previous work experience, and the current employment situation in the U.S., student can establish realistic goals

3. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
   - a. The student can identify strategies for clarifying workplace rules, policies and procedures.
   - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

4. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace.
   - a. Student can give examples of ways to establish rapport with supervisors and workers.
   - b. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace:
     1. your boss is angry
     2. a co-worker is angry or seems ununfriendly.
     3. a co-worker who is your friend leaves the job
     4. you feel isolated

5. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
    a. Given the following situations on the job, students can select from various alternatives the most appropriate action:
        1. unclear directions
        2. redirection of task
        3. being unable to carry out a given task
        4. negative feedback from supervisor or co-worker
        5. something goes wrong on the job
    b. Student can give examples of situations when it is appropriate to interrupt a co-worker or supervisor.
6. Competency 6: Students understand importance of taking responsibilities for their own and others' safety on the job:
    a. Given simple pictures of worksites, student can identify safety hazards.
    b. Given a dangerous situation, student can identify an appropriate action to be taken.
7. Competency 7: Students understand that work habits and decisions affect present and future employment prospects:
    a. Students can state the components of a good work record.

II. LESSON CLARIFICATION

A. Rationale

1. At this point in the program the students should have some understanding of the factory process, some simple skills, and minimal English. With this knowledge, the students should be able to participate in a very simple simulation of a day in a factory. In this simulation many CO, VESL, and some basic skill competencies can be applied to a "real" situation. Students will use tools, practice measuring and sorting, and recognize and respond to safety rules. They will be required to speak English during the simulation. They must report to work on time and demonstrate appropriate ways of interacting with co-workers. Students should be able to better visualize how pre-employment training will help them on their U.S. job. English will be used by students as the actual need arises in the workplace situation, such as, clarification of directions, reporting on the job, responding to negative feedback, redirections, misdirections, asking for help, reporting faults, etc. Although no new specific concepts are addressed in this lesson, the factory simulation is designed to create an awareness of what an actual day in a factory may be like.

B. Learning Outcomes

As this is a simulation, it serves as a review for many concepts covered in earlier lessons. Thus, outcomes of this lesson are very general, i.e., students gain more understanding of the factory processes and the many concepts that relate to working in the factory.

III. MATERIALS

A. Required Materials, Equipment and Supplies

Each rack requires:

1. 8 elbow connectors
2. 4 tee connectors
3. 4 5 inch PVC pipes
4. 4 6 inch PVC pipes
5. 4 11 inch PVC pipes
6. 2 15 inch PVC pipes
7. 1 pre-cut piece of materials
8. 1 piece of string
9. Tools — Needle and thread, pins

IV. PROCEDURE

A. Punch-In on the Time Clock

1. If the students forget that today is like an actual workday, remind them. Tell them if they forget to "punch in" they will not get paid for working that day. If a student comes in late, yell at them. Tell them their pay will be less because they are late. Ask for an excuse -- in English.

B. Discuss Previous Basic Skills Activity.

C. Job Training

1. Explain that in order to understand a job everyone goes through a period of training. Students will play several different roles but, for the purpose of understanding the factory process, the whole class will learn all of the jobs before a job is assigned to each. To facilitate the simulation, divide the classroom into different sections: Supply, Assembly, Quality Control, Packing, Supervisor's Office, and Lounge.

   For the actual work in the factory simulation, see the attached sheet. The roles should be explained in native language to assure understanding. Once the actual simulation begins, only English should be used. Go through the various steps in the assembly, inspection and packaging of the product once or twice to help the students understand the work that must be done. Then assign students the various jobs. Tell them that they must use only English on the job, except during the scheduled break time.

D. Factory Simulation – VESL

1. Only English is to be used. When necessary, demonstrate a procedure by saying "Do it like this". Translate only as a last resort. The teacher and translator act as supervisors and check the work of each student periodically. Simple English dialogues should be used with the students. For example: examining the students' work; praising when it is good and getting angry when it is bad; correcting their mistakes (first by explaining, then by demonstration or if necessary by translation), responding to a request for help or clarification or reports of faults; asking for an explanation of the task they are doing or reports on progress and safety warnings, etc.

   The various areas in the classroom should be identified with signs, and some warning signs such as NO SMOKING, FIRE EXIT, should also be posted. Labels for the different factory roles could also be used for identification. Remind the class before beginning the simulation that you are playing the supervisor's role which may involve getting angry and yelling at the workers if it is appropriate. After the students have worked for about 35 - 40 minutes, stop them for a 10 minute break. Let them relax, talk in their native language, go outside if they would like. After exactly 10 minutes call them back to work. If some have wandered off and are late coming back, yell at them. If some are slow in getting started, prod them to "get going."

   Have student work another 15 - 20 minutes to complete as many of the orders as possible. Check the inspectors to make sure they are doing their job properly. Ask if they are rejecting any pieces and, if so, what is wrong with them. Encourage the inspectors to use English responses, such as, too long, it is broken, it does not work, etc. Give some workers redirection to see if they ask for clarification. Give unclear directions, issue faulty tools, delete pertinent information, or have them run out of a supply. Set up a safety hazard such as stacking boxes in a walkway or in front of a KEEP CLEAR sign and monitor student response.

E. CLOSURE. Stop the simulation. Ask questions

1. Was their job easy?
2. How could this factory be more efficient (Produce more of the product at faster rate)?.
3. Would they want to do this kind of work for 8 hours a day, 5 days a week?
4. What did they do during break? Did the break time make them feel refreshed? Were they able to work faster after having break?
5. How did they react to supervisors when they spoke in English?
6. What did they do if they had a problem on the job? Were they able to get help when they requested it.
7. What did they do at the end of the day when they finished their work?

F. The assembly process involves nine steps:

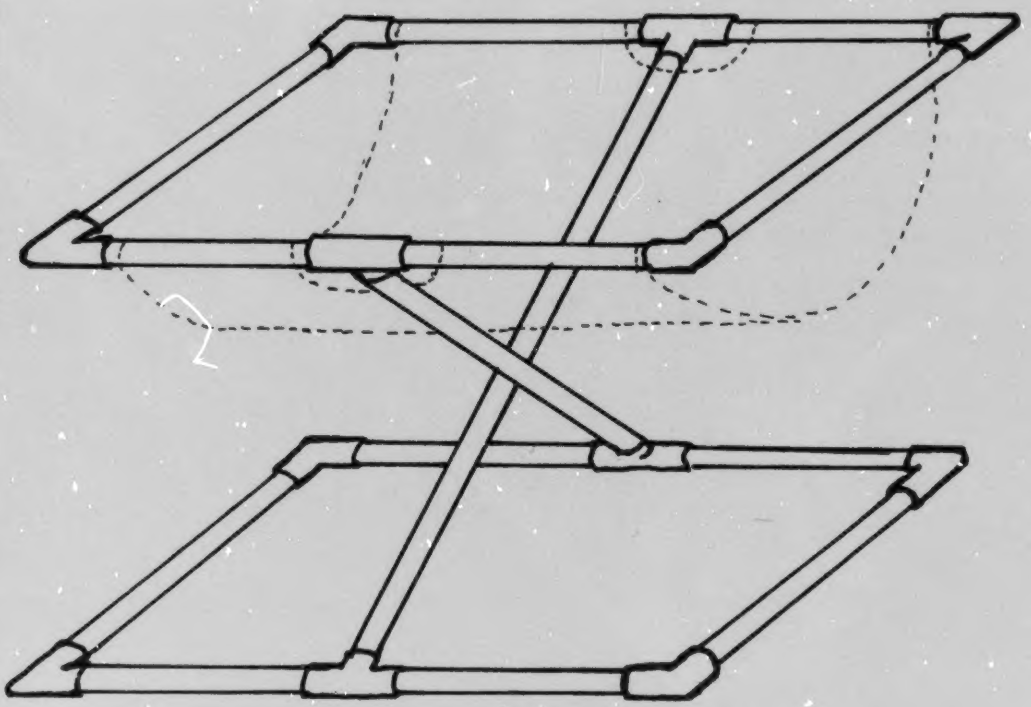
1. Connect a 5" PVC pipe to a Tee connector
2. Connect a 6" PVC pipe to the other end of the Tee connector
3. Put elbow connectors on the ends of the 11" pipes
4. Connect the 5" and 6" pipes to the other end of the elbow connectors, forming a square.
5. Twist the Tee connectors at a 45 degree angle.
6. Connect two 15" PVC pipes to the Tee connectors of one square.
7. Connect another square to the other end of the 15" pipes at the Tee connectors forming the frame of the rack.
8. Pin the material onto the rack (possibly a two person job)

G. On the assembly line each student can be assigned to do one of these steps or, depending on the number of students in your class, steps 1 and 2 and steps 5 and 6 could be combined. Besides the assemblers, other positions can be added to the factory process:

1. A supply clerk to keep track of materials and distribute them to the workers
2. A measurement inspector, to check the length of the PVC pipes; an inspector to check the assembly of the squares
3. A finished product inspector

Some of these positions could be switched or combined, such as first assembler switching to finished product inspector after the assembly task is complete. The inspector checking the squares could also twist the tee connectors to the proper angle. These roles are not as essential as the actual assembly role, but there should be at least one inspector (quality control) in the process. The steps and tasks you assign will, of course, depend on how many students are present that day.

Magazine Rack Diagram



Pre-employment Cultural Orientation

Galang – Lesson 19

RULES, POLICIES AND PROCEDURES

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts.
   - b. . . . verifying counts.
2. Competency 5: The student can organize, classify, and sort discriminating between:
   - b. . . . number codes, letter codes, alphanumeric codes.
   - e. . . . task-related specification.
3. Competency 7: The student can use time-related information on schedules and forms.

B. VESL

1. Competency 5: The student can ask for clarification.
2. Competency 6: The student can ask how to say something in English.
   - b. Ask for meaning of English words.
3. Competency 12: The student can read workplace signs.
   - a. Read common workplace signs.

C. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
   - a. The student can identify strategies for clarifying workplace rules, policies and procedures.
   - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.
2. Competency 7: Students understand that work habits and decisions affect present and future employment prospects:
   - a. Students can state the components of a good work record.

II. LESSON CLARIFICATION

A. Rationale

1. One of the first things given to a new employee is an employee's handbook. This book contains the various rules, policies, and procedures of the company. Refugees will be given this book, probably along with a brief explanation, when they are hired.

B. **Objective**

1. Introduce students to common rules, policies, and procedures in American industry.
2. Present students with situations in which they must distinguish obeying or violating the rules.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Class set of drawing "Personal Office"
2. Class set of drawing "Appropriate"
3. Class handout Payroll Checks

IV. PROCEDURE

A. Review telephone reporting procedures for arriving late and being absent.

1. Lateness : My car is broken.
   I missed the bus.
2. Absence : My ________ is sick.
   I am sick; I have a ____________.
   My ________ died.

Explain to the students that they must call *before* their shift begins. This is one policy that virtually every business follows.

B. The aide will have the students imagine that they are the owners of a big company. Ask them what kind of rules they would make for their employees. This may be difficult if they are hesitant to speak in class. Have the aide translate their list of rules into English and write it on a sheet of brown paper.

1. When does work begin?
2. How many shifts?
3. If employees are 10 or 20 minutes late, would they be docked?
4. If employees are sick, will the company pay for the day they are absent?
5. If a holiday falls on a work day, will the company pay the employee for a full week?
6. How many days of paid vacation a year are they each entitled to?
7. What kind of benefits are available?
8. How many hours are they required to work in one week?
9. Should they receive more than their hourly pay for overtime?
10. Where should the employees park their cars?

Note: Make sure students know the meaning of the word "if." Review this structure if necessary.

C. Write the students' answers to the above questions on the board in the simplest possible sentences. Review their list of company rules, making sure they understand each of them and can read (at least partially) the list they have made.
Their list of company rules should look like this:

1. Work begins at ____________ .
2. If ________ are 10 minutes late, dock 15 minutes pay.
3. If ________ are 20 minutes late, dock 30 minutes pay.
4. All paid holidays.
5. One week paid vacation.
6. Overtime after 40 hours.
7. Employee parking lot (or no employee parking).

The rules students give will be different from the above list, but try to simplify them and write them as clearly as possible. Use the terms:

1. Dock
2. Paid holidays
3. Paid vacation
4. Sick days
5. Overtime

If they don't understand "Dock," use "take away."

Try to use these words when asking for information about the company rules that have been listed.

D. While drilling the class, have the aide write the company rules on large cards in big, block letters, one rule per card. The teacher now has two sets of cards, one showing the questions and the other giving the students' "company rules."

Question Cards	*Company Rule*
— Work begins?	8:30 — 5:00
— Shifts?	None
— Pay Docked?	For each 15 minutes dock 30 minutes pay
— Sick Days?	10 paid for per year
— Paid Holidays?	6 per year
— Overtime?	Extra pay on weekends
— Employee parking?	None
— Benefits?	Retirement

The teacher holds up one card and reads: "When does work begin?" The aide responds with the card showing company rule. The teacher reads the question again, students repeat. Aide gives the answer. This is done for each card. Next the rules are handed out to the class. Let each person with a card read the rule. After that, the teacher asks the questions. The person with the appropriate card responds. If they do well, hold up the question cards and have one student ask the question. The aide answers. Finally, have the students ask and answer the questions.

E. This section is largely presented in native language. Common personnel rules will be explained.

1. *Work week:* Full-time work equals a 40-hour work week. Usually that is 8 hours a day, 5 days a week. Any work over 40 hours is considered time and a half, or regular pay plus one-half of that pay rate. If employees earns $3.50 per hour, the overtime pay will be $5.25 per hour. If they work on Sundays or holidays, they would be paid $7.00 per hour. Though these rules are often followed in large manufacturing industries, they may not apply to res-

taurant workers, non-union shops, medical workers and small companies.

2. *Docked pay:* The usual procedure is to dock 15 minutes pay from the workers' salaries if they are late 15 minutes or less; 30 minutes pay if they are late 30 minutes or less. Pay is docked in 15 minute intervals; therefore, someone who comes to work 16 minutes late loses 30 minutes pay.
3. *Sick Leave:* Each company is different. Such leave can range from 3 to 12 days a year on the average. Some companies allow accumulation of sick days, adding unused sick leave to the next year's allotment. Other companies do not allow accumulation of such leave while still others pay once a year for unused leave.
4. *Paid holidays:* Most companies pay their workers for national or state holidays. There is about one holiday per month, usually on a Monday. If the workers want to get paid for the holiday, they must work the day *before* the holiday; thus, if the holiday is on a Monday, they must work on Friday.
5. *Paid vacation:* Some companies close during the first week of July. This is a paid vacation. Some companies will give each employee a paid vacation if employees have been with the company a full year. Usually, companies grant 2 weeks of paid vacation per year. Vacation can sometimes be saved from one year to the next. If employees leave a company, they must be paid for unused vacation.
6. *Benefits:* Every company has benefits. Paid holidays and paid vacations are just two. Many also include paid medical insurance. There are two forms of insurance: the "individual" policy in which the insurance covers only the medical expenses for the employee, and the "Family Plan" which pays some medical expenses for his/her family. The company usually pays for an individual plan and allows the worker to pay a "small amount" more per month for family coverage.

While there are general rules that are common to most companies, there may be specific rules which pertain only to one company's policies. Examples are:

1. *Mandatory Overtime:* Some companies require that workers work overtime. This may be one hour extra each day or extra time on Saturday. It might be both. If employees are told to work overtime, they must or risk losing their job.
2. *Probation:* Some companies have a probation period of 3 months for new workers. This is a time for a supervisor to judge whether or not the new employee can work fast enough, comes to work on time or makes too many mistakes. At the end of probation, the supervisor decides either to keep the new employee or ask him/her to leave.
3. *No Relatives:* Many companies do not allow close relatives to work together or to work in the same company. For example: A father and son may work at the same large company but in different departments while at a different factory, a woman will be refused employment because her mother works there.

F. Payroll Deductions: Presented in Native Language.

Pass out examples of paychecks with payroll deductions. Give students time to examine the handout. Ask the following questions:

1. What is Nguyet's gross pay?
2. What is Huy's net (take home) pay?
3. How much is Duc's withholding tax?
4. How much is Nguyet's Social Security?
5. Does Duc pay for health insurance? Does Huy?
6. How much money does Nguyet have to spend? Duc?
7. How much of a deduction does Huy have? Nguyet?

G. As these questions are asked, some key words may need a clear explanation. These words below should be written on the board. the students should practice saying them, then there should be an explanation in native language for each word.

1. GROSS PAY: The total amount of money that a person has earned in a given pay period, i.e., $200 per week.
2. NET PAY: The amount of money an employee receives after the deductions are made, i.e., $172.55.

3. DEDUCTIONS: Money that is subtracted by the company from each worker's paycheck to pay taxes, Social Security, union dues, extra insurance, etc., i.e., $27.45.
4. GROSS PAY — DEDUCTIONS = NET PAY, i.e., $200 — $27.45 = $172.55.

Every worker's paycheck has some deductions. Examples of some of these deductions are:

a. FEDERAL WITHHOLDING TAX: This money is for income tax that goes to the U.S. Government. Some of the states also have a STATE INCOME TAX. If so, the company must deduct money for the state tax. Sometimes there is a CITY TAX which the company must also deduct from the paycheck.
b. SOCIAL SECURITY: This is F.I.C.A. which is shown on payroll checks. Social Security insurance is to help you pay bills when you are old and must retire. Workers who pay into the Social Security fund receive a check from the U.S. Government when they are over the age of 62.
c. HEALTH INSURANCE: Some companies also deduct money to pay for health insurance. When the worker is sick, insurance will help pay for hospital bills. There are other kinds of insurance deductions that different companies may deduct. Typical insurance deductions are: LIFE INSURANCE; DISABILITY and PENSIONS.

Pre-employment Cultural Orientation

Galang – Lesson 16

QUALITY CONTROL, ACCURACY, AND MEASUREMENT

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 4: The student can measure using tools:
   - a. . . . determining if two quantities are equal length, volume, or weight.
   - c. . . . using standard tools, determine whether duplicated items are equal.
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
2. Competency 5: The student can organize, classify, and sort discriminating between:
   - b. . . . number codes, letter codes, alphanumeric codes.
   - e. . . . task-related specification.

B. VESL

1. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
   - b. Follow instructions, delay, repeat and reorder an activity.
2. Competency 3: The student can provide feedback on performance of task.
   - b. Provide feedback about quality of work.
   - c. Provide specific assessment of a product.
   - d. Describe activities in progress and needs for completion of task.
3. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
   - e. Read and report a measurement.

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C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role.
   - a. Student can describe his responsibilities in the role of a job trainee.
   - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
   - a. Student can relate training to common entry-level jobs generally available to refugees.
3. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace.
   - a. Given the following situations on the job, student can select from various alternatives the most appropriate actions:
     1. unclear directions
     2. redirection in task
     3. being unable to carry out a given task
     4. negative feedback from supervisor or co-worker
     5. something goes wrong on the job
   - b. Student can give examples of situation in which it is appropriate to interrupt a co-worker or supervisor.

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II. LESSON CLARIFICATION

A. Rationale

1. Most, if not all, refugees with limited English will be employed in entry-level manufacturing jobs. Though termed "unskilled labor" these jobs often require basic knowledge of measurement, accuracy, and quality control. They also expect a minimum knowledge of the manufacturing process, i.e., the dependence on standardization and the necessity for quality control.

B. Learning Outcomes

1. Students will understand the necessity for quality control and accuracy.
2. Students will understand their role in the process.
3. Students will be able to describe their responsibilities using the present continuous tense.
4. Students will be able to perform a task from a written simple assignment sheet.
5. Students will respond to negative feedback.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Class set of Handouts "Quality Control"

IV. PROCEDURE

A. Standardization

1. Modern manufacturing depends on accuracy and standardization. Every tool, machine part, plastic bag and earring which is mass produced must be exactly the same as the previous one. This is how a company can produce items of quality, keep costs low and still make a profit. Manufacturers depend on both machines and workers to produce items with speed and accuracy. Though a certain amount of waste is expected, employers try hard to keep it to a minimum. Inspectors are hired to maintain quality control. Their job is to check the product. If the product meets the specification, it is passed. If it does not, it is rejected. The inspector has an important job because the company's reputation and profits depend on whether or not the product works well for the consumer.

   Many refugees possess the skills to be a good inspector. They should be encouraged to prove their abilities to their supervisors for promotions from entry-level manufacturing to quality control inspector.

B. Accuracy

1. Time: The working day is divided into shifts.

Shift	*Hours*
First	7:00 am — 3:30 pm or 8:00 am — 4:30 pm
Second	3:30 pm — 11:00 pm
Third	11:00 pm — 7:00 am

Third shift workers are usually paid more than first or second shift. Workers are expected to "punch in" before their shift begins. If a worker arrives late, pay for that hour is reduced. For example: If they are less than 15 minutes late, they are docked for 15 minutes; if they are late for 16 to 30 minutes, they are docked 30 minutes, etc. Workers are expected to take breaks and be back to their work situations on time.

C. Counts

1. Products are usually shipped in large quantities and sorted by standard measurements or terms. Students should know the following classifications:

   a. dozen = 12
   b. gross = 12 dozen/144
   c. pair = two
   d. set = a group of one each or two each, etc.
   e. assortment = a mixture

   Example: 4 dozen assortment
   1 dozen each shape

D. **Measurement**

1. In many manufacturing jobs, measurement is very important. For machinists, it is crucial. However, there is an allowed variation from a standard dimension which is called tolerance. This permitted variation is often very small. In a machine shop it is often less than 1/32 (students do not need to know 1/32, only that it is small). Tolerance is usually shown as ± a number.

2. Exercise I — Measuring

   First, do a measuring exercise using the lamp bases. Given a set of standard measurements, the students will respond to questions concerning quality. The lamp bases should be 16" x 16", unfortunately they are not. Allow a tolerance of ¼ inch. Each group should measure all of the lamp bases and record the information. Introduce the symbols for feet/' and inches/" as in 1' and 2".

3. Exercise 2 — Packaging

   This exercise is played like a game. The teacher and the aide play the part of supervisors. They are responsible for explanations and feedback, both positive and negative. The students are the workers.
   - supply clerk
   - measurement inspector
   - carder
   - packer
   - order inspector

   Let the aide explain the game.

   a. The instructions are given to the supply clerk who passes them out to the workers and measurement inspector. The supplies are arranged on the front desk. The supply clerk takes the supply request and gives the supplies to each worker. If workers do not understand their tasks or need clarification at any time, they must use appropriate English and ask a supervisor.

   b. Next, the carder puts the product in sets, as directed, the packer puts them in boxes and the order inspector counts them. The first team that finishes counting and packing their boxes correctly is the winner. During the game the supervisor asks the worker:

Listening	*Speaking*
What are you doing?	Getting ______________ . *supply*
	Checking the size
	Putting the ________ together. *items*
	Packing
	Checking the count.

Throughout the exercise the teacher and aide should provide direction and feedback.

STUDENT WORKSHEET

ATTRIBUTE BLOCK CO.
QUALITY CONTROL

ITEM NUMBER	COLOR	PASS	REJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

INSPECTOR'S SIGNATURE: ____________________

FORM ABC-1

Pre-employment Cultural Orientation

Galang – Lesson 17

WORKING IN THE FACTORY

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 8: The student can utilize plans and patterns:
    - a. . . . as input/source of information to perform a task.
    - c. . . . as output/product.
2. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/location.

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions.
    - c. Follow multiple step directions to perform a task.
2. Competency 4: The student can ask for feedback, assistance advice and emergency help.
    - a. Ask for feedback.
    - b. Ask for assistance or advice from a supervisor or a co-worker.
3. Competency 5: The student can ask for clarification.
    - a. Indicate lack of understanding.
    - b. Ask for clarification.
    - c. Ask for repetition of demonstration.
4. Competency 7: The student can ask and respond to questions about items in the workplace.
    - a. Ask or tell the location of an object or place.
    - b. Ask or tell who has an object.
    - c. Make and respond to a request for an object.
5. Competency 12: Read workplace signs.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
    - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
    - a. Student can relate training to common entry-level jobs generally available to refugees.
3. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace.
    - a. Given the following situation on the job, students can select from various alternatives the most appropriate action:
        1. unclear directions.

II. LESSON CLARIFICATION

A. Rationale

1. Many common basic activities are practiced daily in a factory. Several of the previous lessons were based on these routines and can be built upon and put into a simple factory context in this lesson which presents more information about working in a factory in America. The concepts introduced are essential for the factory simulation which takes place as part of the next lesson.

In order to help "set the stage" for the small factory simulation, a typical factory floor plan can be used to explain factory processes. This strategy will also reinforce many points that have been presented in previous lessons. For example a factory floor plan can show:

a. The employee lounge or cafeteria.
   Review the purpose of breaks and practice social language.
b. The location of the time clock
   Review the importance of time, pay policies or excuses for late arrival.
c. The location of fire exits and extinguishers.
   Review safety rules.
d. The quality control section, packing section and supply rooms.
   Review working with others, the importance of accuracy, clarification language, numbers, etc.

B. Learning Outcomes

1. Students will demonstrate an understanding of a simple floor plan and the factory process by identifying designated areas on a factory floor plan.
2. Students will be able to explain the skills needed by a factory worker and the working condition in a factory.
3. Students will be able to ask in English for the location of objects in the factory.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. A class set of handouts "Working in a Factory"

IV. PROCEDURE

A. Brief Discussion of Previous Basic Skills Activity

B. Working In The Factory (Native Language)

1. Briefly discuss the students' experiences, if any, of working in a factory.
   Sample Questions:

   a. What kinds of jobs are there in a factory?
   b. How is something made in the factory?

   On an assembly line each person adds a component or part to the item being built. Each person's work depends on how well the previous task was done by other workers on the assembly line. This process continues until the product is finished and tested.

   c. How much skill is needed for some of these jobs?

   There are different kinds of jobs requiring skills. Examples are: supply clerks, assemblers, quality control, packers, etc.

   d. How hard or difficult is this kind of work?

2. Information Sheet

   a. Hand out the information sheet "Working In a Factory". Give the students a few minutes to briefly read it; ask if they have any questions. Check to make sure they know the skills needed for and working conditions of the jobs described in the handouts.

C. Factory Floor Plan

1. Show the students the poster of the floor plan. Ask them what it is, and if they recognize any words in the various sections. They should be able to read *Fire Exits* from the safety lesson, quality control and assembly from the previous lessons. They may also be familiar with other words from ESL classes. Explain the purpose of each area shown on the floor plan.

   a. *Loading Dock* (Receiving): where parts and supplies used in assembling a product enter the factory.
   b. *Storeroom:* Where parts, supplies and tools are stored.
   c. *Assembly Area:* the center of most of the activity in the factory. It is here that the workers take the parts from the supply room and put them together into a finished product. This is where most of the people in the factory work. The assembly area has fire extinguishers and a fire exit for safety.
   d. *The Lounge:* where the workers take breaks. It usually contains some snack machines, a coffee machine and a softdrink machine for people to use during breaks, before or after work.

e. Near the *Entrance:* there may be Time Clocks which are used to keep track of the number of hours each employee has worked in a certain pay period (usually one or two weeks).
f. *Toilets:* where people use bathroom facilities
g. *First Aid* or *Nurse's Office* workers go to this office for some immediate attention when they get hurt on the job. The first aid room is for minor accidents; it is not like a hospital. Serious injuries cannot be treated there.
h. *Supervisor's Office:* usually close to the assembly area. It is important that the supervisor be close to the workers so that problems can be solved as they arise.
i. *Personnel Office:* secretaries and other people here keep track of evaluations, payroll, leave earned and taken, raises, applications and interviews.
j. *The Quality Control Area:* where the finished product is checked to see if it meets the company's standards.
k. *Packing Section:* where the product is put into boxes or bags for delivery to stores where it may be sold.

D. VESL

1. The next exercise will demand a lot of imagination on the part of the teacher. Students are required to ask for information and at the same time learn new vocabulary. They should be encouraged to ask the location of rooms on the factory floor plan which is built using cuisinaire rods. Any configuration is fine.

   a. Work Areas:

      - Personnel Office
      - Shipping and Receiving
      - Supply Room
      - Assembly Area
      - Employees' Lounge
      - Nurse's Office
      - Restrooms

   b. Designation of Place:

      IN
      NEAR
      IN BACK OF
      IN FRONT OF
      NEXT TO

2. Using the cuisinaire rods, the teacher outlines the floor-plan of a factory and then asks students to put someone or something in the rooms. Since the students have not been told anything about the factory, (what product is made there, how big it is, etc.), they must ask questions or ask for translations. If the students make a mistake, scold them using appropriate slang. Try to make the exercise fun.

3. In the remaining class time begin preparing the students for the small factory simulation. Explain that they will once again be doing piecework, but this time each person must depend on how well the previous work was done. An assembly line will be set up to produce a product. (The teacher may want to show an example of the final product.) Remind them to "punch in" and "out" on the time clock, to take their scheduled break, speak English on the job, ask clarification about where to locate supplies, etc.

HANDOUT
WORKING IN A FACTORY

There are many kinds of factories. The most common type of job in most of those factories is that of an assembler. Below are some facts about any assembler's job.

What is an assembler?

Workers who put together the parts of manufactured products are called assemblers. Assemblers specialize in just one part of a job. Producing a finished product is a team effort in which each assembler does a single task in a sequence until there is a finished product. Sometimes hundreds of people work on a single finished product. In the U.S. today almost every manufactured item is produced in an assembly line.

Skills Needed

There are many different kinds of assembling jobs and the skills needed will change according to the kind of assembly job. Some electronic assemblers must do very precise and delicate work. They may use tools such as tweezers, tiny cutters, and magnifying lenses to put together small parts in radios and televisions. Other assemblers work on large machines such as cars and trucks. They may use power tools such as a power drill or soldering iron to put parts together. Assemblers must be able to follow detailed instructions.

Working Conditions

The working conditions will also vary with the assembly job. Electronic assemblers may work in a clean room seated at tables. Machine assemblers may work in a noisy, dirty building and stand all day. Since most assemblers do only a few steps in the assembly operation, the job may be repetitive and boring. Shift work is common and workers may have to rotate shifts.

Training Required

Some assembly jobs require special training and may require people who have been to vocational school, but inexperienced people can be trained on the job in a few days or weeks to do most kinds of assembly work. New workers are often trained on the job by their supervisors who prefer workers who can do simple tasks at a fast pace. Later the assemblers will work more on their own and be fully responsible for the work they do. Experienced assemblers may move up to more skilled jobs, become quality control inspectors or even supervisors. Because the economy of the United States is weak now, these kinds of jobs are difficult to find, but as the economy improves, more assembling jobs may become available.

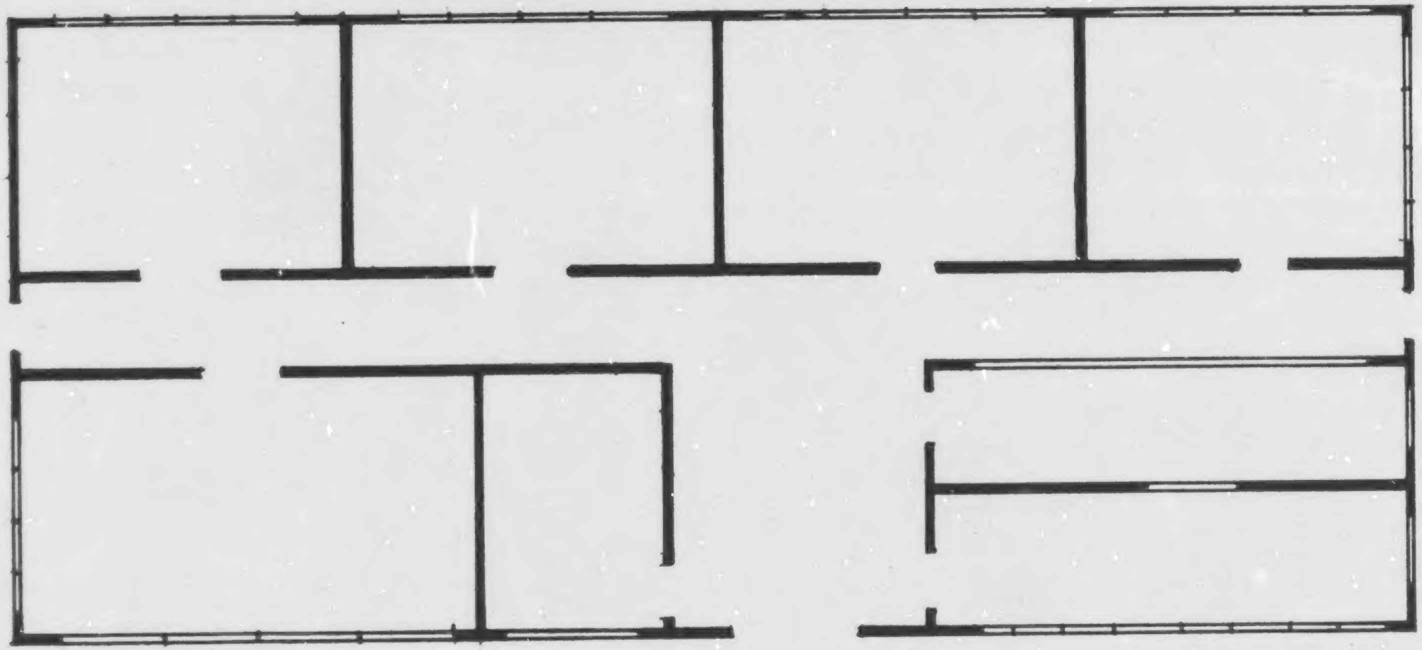
Other Entry-Level Jobs in the Factory

Supply Clerk
Painters
Janitors
Dock Workers (loading and unloading boxes of supplies)

Skilled Jobs in the Factory

Machine Operators
Welders
Quality Control Inspectors
Supervisors
Machine Repairpersons
Electricians

Sample Factory Floor Plan



Pre-employment Cultural Orientation

Galang – Lesson 18

SMALL FACTORY SIMULATION

I. COMPETENCIES COVERED

A. **Basic Skills**

1. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different tasks which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
2. Competency 4: The student can measure using tools:
   - a. . . . determining if two quantities are of equal length, volume, or weight.
   - b. . . . duplicating the length, volume or weight of something without the use of standard tools.
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
3. Competency 6: The student can follow a sequence.
4. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.
5. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. **VESL**

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions
   - b. Follow one-step directions
     - 1. to start a task
     - 2. to take something apart
     - 3. to put something away
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of hand tool or power tool
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions
   - a. Respond to a negative command.
   - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
   - a. Provide feedback on progress.
   - b. Provide feedback about quality of work
   - c. Provide specific assessment of a product.
   - d. Describe activities in progress and needs for completion of task.
   - e. Report time worked.
   - f. Acknowledge and apologize for mistakes, poor performance, being late and absent.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - a. Ask for feedback.
   - b. Ask for assistance or advice from a supervisor or co-worker.
   - c. Ask for help in an emergency.
5. Competency 5: The student can ask for clarification
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.

6. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
   - b. Ask for meaning of English words.

Competency 7: The student can ask and respond to questions about items in the workplace.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.

Competency 8: The student can request permission and give reasons for being late or absent.

Competency 9: The student can use numbers.
   - a. Read and understand numbers in codes.
   - b. Discriminate between coded numbers.
   - c. Provide a count.
   - d. Verify a count.
   - e. Read and report a measurement.
   - f. Read and report time on work records.
   - g. Read and verify pay figures.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   - a. Student can describe his responsibilities in the role of a job trainee.
   - b. Student can describe the approaches to training that are used in the classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment:
   - a. Student can relate training to common entry-level jobs generally available to refugees.
   - b. Given the employability profile, previous work experience, and the current employment situation in the U.S., student can establish realistic goals

3. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
   - a. The student can identify strategies for clarifying workplace rules, policies and procedures.
   - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

4. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace.
   - a. Student can give examples of ways to establish rapport with supervisors and workers.
   - b. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace:
     1. your boss is angry
     2. a co-worker is angry or seems ununfriendly.
     3. a co-worker who is your friend leaves the job
     4. you feel isolated

5. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
    a. Given the following situations on the job, students can select from various alternatives the most appropriate action:
        1. unclear directions
        2. redirection of task
        3. being unable to carry out a given task
        4. negative feedback from supervisor or co-worker
        5. something goes wrong on the job
    b. Student can give examples of situations when it is appropriate to interrupt a co-worker or supervisor.
6. Competency 6: Students understand importance of taking responsibilities for their own and others' safety on the job:
    a. Given simple pictures of worksites, student can identify safety hazards.
    b. Given a dangerous situation, student can identify an appropriate action to be taken.
7. Competency 7: Students understand that work habits and decisions affect present and future employment prospects:
    a. Students can state the components of a good work record.

II. LESSON CLARIFICATION

A. Rationale

1. At this point in the program the students should have some understanding of the factory process, some simple skills, and minimal English. With this knowledge, the students should be able to participate in a very simple simulation of a day in a factory. In this simulation many CO, VESL, and some basic skill competencies can be applied to a "real" situation. Students will use tools, practice measuring and sorting, and recognize and respond to safety rules. They will be required to speak English during the simulation. They must report to work on time and demonstrate appropriate ways of interacting with co-workers. Students should be able to better visualize how pre-employment training will help them on their U.S. job. English will be used by students as the actual need arises in the workplace situation, such as, clarification of directions, reporting on the job, responding to negative feedback, redirections, misdirections, asking for help, reporting faults, etc. Although no new specific concepts are addressed in this lesson, the factory simulation is designed to create an awareness of what an actual day in a factory may be like.

B. Learning Outcomes

As this is a simulation, it serves as a review for many concepts covered in earlier lessons. Thus, outcomes of this lesson are very general, i.e., students gain more understanding of the factory processes and the many concepts that relate to working in the factory.

III. MATERIALS

A. Required Materials, Equipment and Supplies

Each rack requires:

1. 8 elbow connectors
2. 4 tee connectors
3. 4 5 inch PVC pipes
4. 4 6 inch PVC pipes
5. 4 11 inch PVC pipes
6. 2 15 inch PVC pipes
7. 1 pre-cut piece of materials
8. 1 piece of string
9. Tools — Needle and thread, pins

IV. PROCEDURE

A. Punch-In on the Time Clock

1. If the students forget that today is like an actual workday, remind them. Tell them if they forget to "punch in" they will not get paid for working that day. If a student comes in late, yell at them. Tell them their pay will be less because they are late. Ask for an excuse -- in English.

B. Discuss Previous Basic Skills Activity.

C. Job Training

1. Explain that in order to understand a job everyone goes through a period of training. Students will play several different roles but, for the purpose of understanding the factory process, the whole class will learn all of the jobs before a job is assigned to each. To facilitate the simulation, divide the classroom into different sections: Supply, Assembly, Quality Control, Packing, Supervisor's Office, and Lounge.

   For the actual work in the factory simulation, see the attached sheet. The roles should be explained in native language to assure understanding. Once the actual simulation begins, only English should be used. Go through the various steps in the assembly, inspection and packaging of the product once or twice to help the students understand the work that must be done. Then assign students the various jobs. Tell them that they must use only English on the job, except during the scheduled break time.

D. Factory Simulation – VESL

1. Only English is to be used. When necessary , demonstrate a procedure by saying "Do it like this". Translate only as a last resort . The teacher and translator act as supervisors and check the work of each student periodically. Simple English dialogues should be used with the students. For example: examining the students' work; praising when it is good and getting angry when it is bad; correcting their mistakes (first by explaining, then by demonstration or if necessary by translation), responding to a request for help or clarification or reports of faults; asking for an explanation of the task they are doing or reports on progress and safety warnings, etc.

   The various areas in the classroom should be identified with signs, and some warning signs such as NO SMOKING, FIRE EXIT, should also be posted. Labels for the different factory roles could also be used for identification. Remind the class before beginning the simulation that you are playing the supervisor's role which may involve getting angry and yelling at the workers if it is appropriate. After the students have worked for about 35 - 40 minutes, stop them for a 10 minute break. Let them relax, talk in their native language, go outside if they would like. After exactly 10 minutes call them back to work. If some have wandered off and are late coming back, yell at them. If some are slow in getting started, prod them to "get going."

   Have student work another 15 - 20 minutes to complete as many of the orders as possible. Check the inspectors to make sure they are doing their job properly. Ask if they are rejecting any pieces and, if so, what is wrong with them. Encourage the inspectors to use English responses, such as, too long, it is broken, it does not work, etc. Give some workers redirection to see if they ask for clarification. Give unclear directions, issue faulty tools, delete pertinent information, or have them run out of a supply. Set up a safety hazard such as stacking boxes in a walkway or in front of a KEEP CLEAR sign and monitor student response.

E. CLOSURE. Stop the simulation. Ask questions

1. Was their job easy?
2. How could this factory be more efficient (Produce more of the product at faster rate)?.
3. Would they want to do this kind of work for 8 hours a day, 5 days a week?
4. What did they do during break? Did the break time make them feel refreshed? Were they able to work faster after having break?
5. How did they react to supervisors when they spoke in English?
6. What did they do if they had a problem on the job? Were they able to get help when they requested it.
7. What did they do at the end of the day when they finished their work?

F. The assembly process involves nine steps:

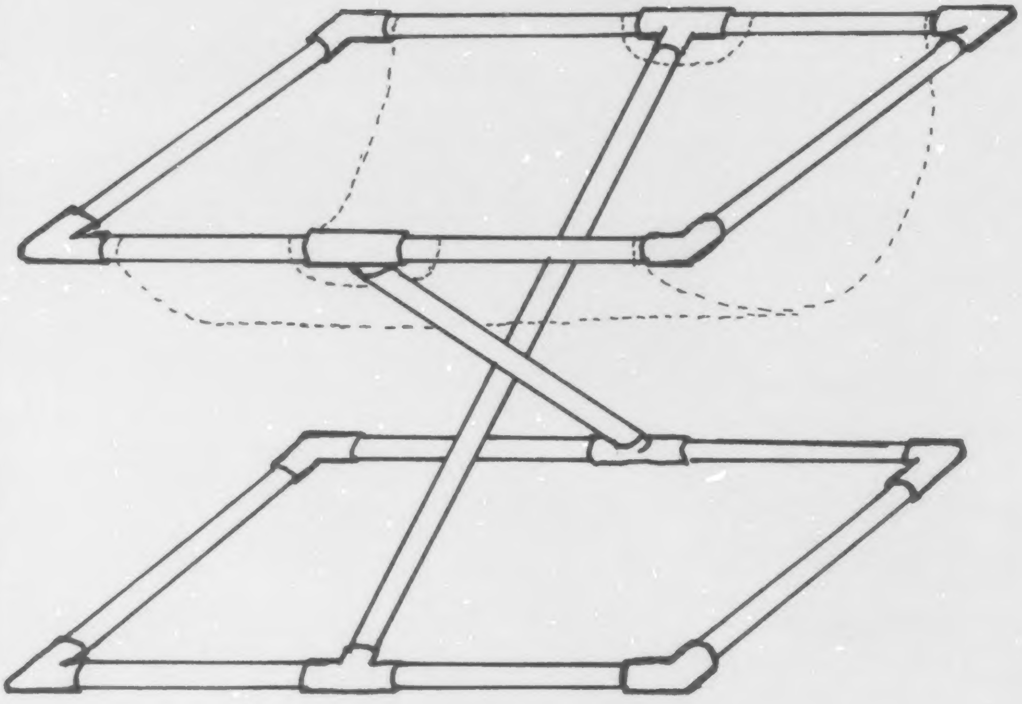
1. Connect a 5" PVC pipe to a Tee connector
2. Connect a 6" PVC pipe to the other end of the Tee connector
3. Put elbow connectors on the ends of the 11" pipes
4. Connect the 5" and 6" pipes to the other end of the elbow connectors, forming a square.
5. Twist the Tee connectors at a 45 degree angle.
6. Connect two 15" PVC pipes to the Tee connectors of one square.
7. Connect another square to the other end of the 15" pipes at the Tee connectors forming the frame of the rack.
8. Pin the material onto the rack (possibly a two person job)

G. On the assembly line each student can be assigned to do one of these steps or, depending on the number of students in your class, steps 1 and 2 and steps 5 and 6 could be combined. Besides the assemblers, other positions can be added to the factory process:

1. A supply clerk to keep track of materials and distribute them to the workers
2. A measurement inspector, to check the length of the PVC pipes; an inspector to check the assembly of the squares
3. A finished product inspector

Some of these positions could be switched or combined, such as first assembler switching to finished product inspector after the assembly task is complete. The inspector checking the squares could also twist the tee connectors to the proper angle. These roles are not as essential as the actual assembly role, but there should be at least one inspector (quality control) in the process. The steps and tasks you assign will, of course, depend on how many students are present that day.

Magazine Rack Diagram



Pre-employment Cultural Orientation

Galang – Lesson 19

RULES, POLICIES AND PROCEDURES

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts.
    - b. . . . verifying counts.
2. Competency 5: The student can organize, classify, and sort discriminating between:
    - b. . . . number codes, letter codes, alphanumeric codes.
    - e. . . . task-related specification.
3. Competency 7: The student can use time-related information on schedules and forms.

B. VESL

1. Competency 5: The student can ask for clarification.
2. Competency 6: The student can ask how to say something in English.
    - b. Ask for meaning of English words.
3. Competency 12: The student can read workplace signs.
    - a. Read common workplace signs.

C. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
    - a. The student can identify strategies for clarifying workplace rules, policies and procedures.
    - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.
2. Competency 7: Students understand that work habits and decisions affect present and future employment prospects:
    - a. Students can state the components of a good work record.

II. LESSON CLARIFICATION

A. Rationale

1. One of the first things given to a new employee is an employee's handbook. This book contains the various rules, policies, and procedures of the company. Refugees will be given this book, probably along with a brief explanation, when they are hired.

B. **Objective**

1. Introduce students to common rules, policies, and procedures in American industry.
2. Present students with situations in which they must distinguish obeying or violating the rules.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Class set of drawing "Personal Office"
2. Class set of drawing "Appropriate"
3. Class handout Payroll Checks

IV. PROCEDURE

A. Review telephone reporting procedures for arriving late and being absent.

1. Lateness : My car is broken.
   I missed the bus.
2. Absence : My ________ is sick.
   I am sick; I have a __________ .
   My ________ died.

Explain to the students that they must call *before* their shift begins. This is one policy that virtually every business follows.

B. The aide will have the students imagine that they are the owners of a big company. Ask them what kind of rules they would make for their employees. This may be difficult if they are hesitant to speak in class. Have the aide translate their list of rules into English and write it on a sheet of brown paper.

1. When does work begin?
2. How many shifts?
3. If employees are 10 or 20 minutes late, would they be docked?
4. If employees are sick, will the company pay for the day they are absent?
5. If a holiday falls on a work day, will the company pay the employee for a full week?
6. How many days of paid vacation a year are they each entitled to?
7. What kind of benefits are available?
8. How many hours are they required to work in one week?
9. Should they receive more than their hourly pay for overtime?
10. Where should the employees park their cars?

Note: Make sure students know the meaning of the word "if." Review this structure if necessary.

C. Write the students' answers to the above questions on the board in the simplest possible sentences. Review their list of company rules, making sure they understand each of them and can read (at least partially) the list they have made. Their list of company rules should look like this:

1. Work begins at ____________ .
2. If ________ are 10 minutes late, dock 15 minutes pay.
3. If ________ are 20 minutes late, dock 30 minutes pay.
4. All paid holidays.
5. One week paid vacation.
6. Overtime after 40 hours.
7. Employee parking lot (or no employee parking).

The rules students give will be different from the above list, but try to simplify them and write them as clearly as possible. Use the terms:

1. Dock
2. Paid holidays
3. Paid vacation
4. Sick days
5. Overtime

If they don't understand "Dock," use "take away."

Try to use these words when asking for information about the company rules that have been listed.

D. While drilling the class, have the aide write the company rules on large cards in big, block letters, one rule per card. The teacher now has two sets of cards, one showing the questions and the other giving the students' "company rules."

Question Cards	*Company Rule*
— Work begins?	8:30 — 5:00
— Shifts?	None
— Pay Docked?	For each 15 minutes dock 30 minutes pay
— Sick Days?	10 paid for per year
— Paid Holidays?	6 per year
— Overtime?	Extra pay on weekends
— Employee parking?	None
— Benefits?	Retirement

The teacher holds up one card and reads: "When does work begin?" The aide responds with the card showing company rule. The teacher reads the question again, students repeat. Aide gives the answer. This is done for each card. Next the rules are handed out to the class. Let each person with a card read the rule. After that, the teacher asks the questions. The person with the appropriate card responds. If they do well, hold up the question cards and have one student ask the question. The aide answers. Finally, have the students ask and answer the questions.

E. This section is largely presented in native language. Common personnel rules will be explained.

1. *Work week:* Full-time work equals a 40-hour work week. Usually that is 8 hours a day, 5 days a week. Any work over 40 hours is considered time and a half, or regular pay plus one-half of that pay rate. If employees earns $3.50 per hour, the overtime pay will be $5.25 per hour. If they work on Sundays or holidays, they would be paid $7.00 per hour. Though these rules are often followed in large manufacturing industries, they may not apply to res-

taurant workers, non-union shops, medical workers and small companies.

2. *Docked pay:* The usual procedure is to dock 15 minutes pay from the workers' salaries if they are late 15 minutes or less; 30 minutes pay if they are late 30 minutes or less. Pay is docked in 15 minute intervals; therefore, someone who comes to work 16 minutes late loses 30 minutes pay.
3. *Sick Leave:* Each company is different. Such leave can range from 3 to 12 days a year on the average. Some companies allow accumulation of sick days, adding unused sick leave to the next year's allotment. Other companies do not allow accumulation of such leave while still others pay once a year for unused leave.
4. *Paid holidays:* Most companies pay their workers for national or state holidays. There is about one holiday per month, usually on a Monday. If the workers want to get paid for the holiday, they must work the day *before* the holiday; thus, if the holiday is on a Monday, they must work on Friday.
5. *Paid vacation:* Some companies close during the first week of July. This is a paid vacation. Some companies will give each employee a paid vacation if employees have been with the company a full year. Usually, companies grant 2 weeks of paid vacation per year. Vacation can sometimes be saved from one year to the next. If employees leave a company, they must be paid for unused vacation.
6. *Benefits:* Every company has benefits. Paid holidays and paid vacations are just two. Many also include paid medical insurance. There are two forms of insurance: the "individual" policy in which the insurance covers only the medical expenses for the employee, and the "Family Plan" which pays some medical expenses for his/her family. The company usually pays for an individual plan and allows the worker to pay a "small amount" more per month for family coverage.

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While there are general rules that are common to most companies, there may be specific rules which pertain only to one company's policies. Examples are:

1. *Mandatory Overtime:* Some companies require that workers work overtime. This may be one hour extra each day or extra time on Saturday. It might be both. If employees are told to work overtime, they must or risk losing their job.
2. *Probation:* Some companies have a probation period of 3 months for new workers. This is a time for a supervisor to judge whether or not the new employee can work fast enough, comes to work on time or makes too many mistakes. At the end of probation, the supervisor decides either to keep the new employee or ask him/her to leave.
3. *No Relatives:* Many companies do not allow close relatives to work together or to work in the same company. For example: A father and son may work at the same large company but in different departments while at a different factory, a woman will be refused employment because her mother works there.

F. Payroll Deductions: Presented in Native Language.

Pass out examples of paychecks with payroll deductions. Give students time to examine the handout. Ask the following questions:

1. What is Nguyet's gross pay?
2. What is Huy's net (take home) pay?
3. How much is Duc's withholding tax?
4. How much is Nguyet's Social Security?
5. Does Duc pay for health insurance? Does Huy?
6. How much money does Nguyet have to spend? Duc?
7. How much of a deduction does Huy have? Nguyet?

G. As these questions are asked, some key words may need a clear explanation. These words below should be written on the board. the students should practice saying them, then there should be an explanation in native language for each word.

1. GROSS PAY: The total amount of money that a person has earned in a given pay period, i.e., $200 per week.
2. NET PAY: The amount of money an employee receives after the deductions are made, i.e., $172.55.

3. DEDUCTIONS: Money that is subtracted by the company from each worker's paycheck to pay taxes, Social Security, union dues, extra insurance, etc., i.e., $27.45.
4. GROSS PAY – DEDUCTIONS = NET PAY, i.e., $200 – $27.45 = $172.55.

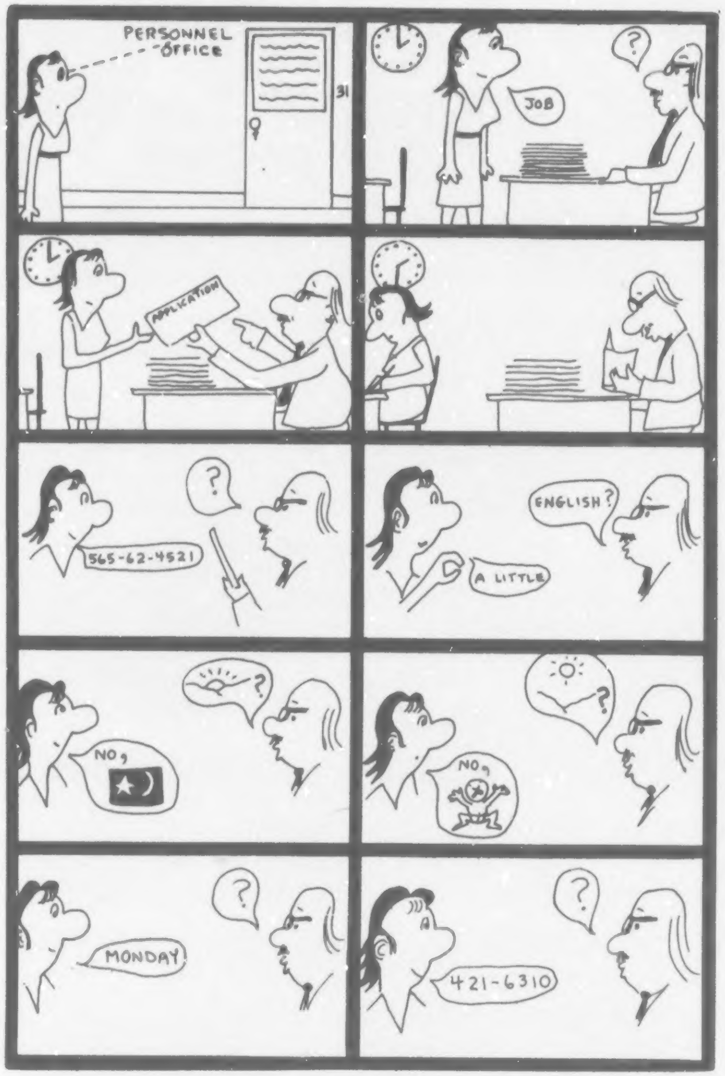
Every worker's paycheck has some deductions. Examples of some of these deductions are:

a. FEDERAL WITHHOLDING TAX: This money is for income tax that goes to the U.S. Government. Some of the states also have a STATE INCOME TAX. If so, the company must deduct money for the state tax. Sometimes there is a CITY TAX which the company must also deduct from the paycheck.

b. SOCIAL SECURITY: This is F.I.C.A. which is shown on payroll checks. Social Security insurance is to help you pay bills when you are old and must retire. Workers who pay into the Social Security fund receive a check from the U.S. Government when they are over the age of 62.

c. HEALTH INSURANCE: Some companies also deduct money to pay for health insurance. When the worker is sick, insurance will help pay for hospital bills. There are other kinds of insurance deductions that different companies may deduct. Typical insurance deductions are: LIFE INSURANCE; DISABILITY and PENSIONS.

PERSONNEL OFFICE



Ligon, F., AMERICA, IN SIGHT, The Experiment in International Living, 1982

STUDENT HANDOUT

PERSONNEL OFFICE

SITUATION: A woman goes to a personnel office looking for a job. The personnel manager tells her to fill out an application and then asks her a series of questions. Last Frame: He asks for her telephone number.

USE: Cultural Orientation
  Job Interview
 ESL
  Employment...Give Relevant Information When Applying For a Job

FRAME BY FRAME:

1 The woman goes to the personnel office.
/She goes to Room 31./

2 The personnel manager asks, "Can I help you?"
She says, "I'm looking for a job."

3 He gives her an application.

4 The man reads and the woman fills in her application.
/It's 2:30./

5 The man asks, "What's your social security number?"
She tells him.

6 He asks, "Can you speak English?"
She says, "A little."

7 He asks, "Can you work mornings?"
She says, "No, I can work nights."

8 He asks, "Can you work afternoons?"
(or "You can't work mornings?")
She says, "No, I have a baby."

9 He asks, "When can you start?"
She says, "Monday."

10 He asks, "What is your telephone number?"
She tells him.

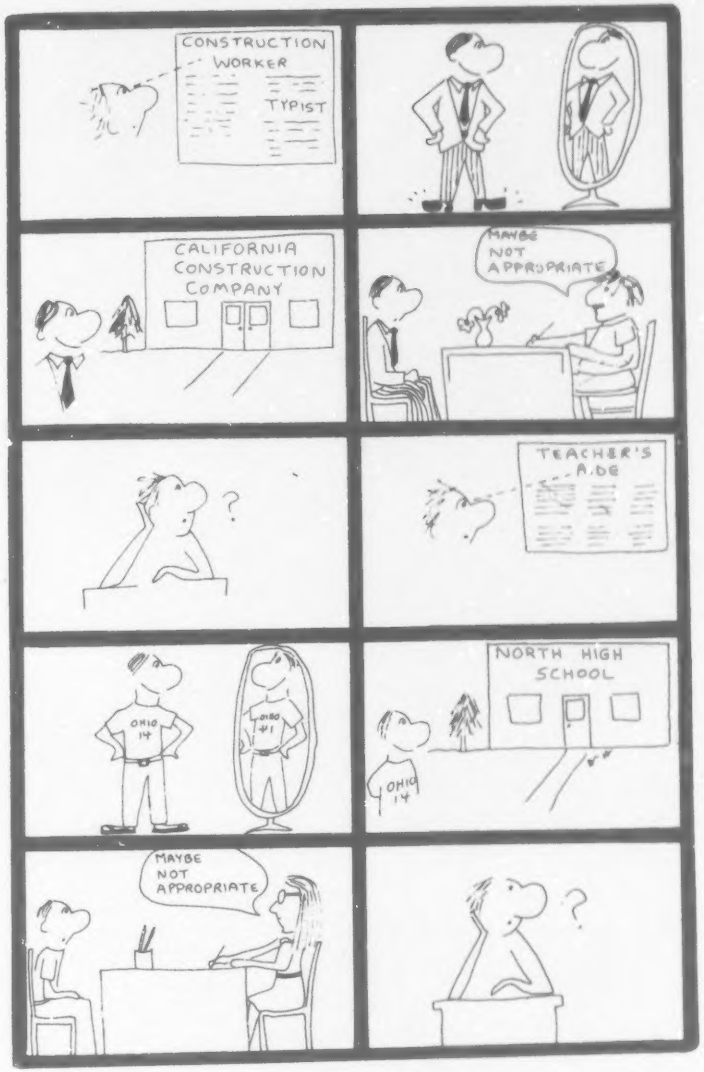
NOTE: It's helpful to provide additional information when responding negatively to a question. For example, the woman says that she can't work in the mornings but she can work at night.

DISCUSSION QUESTIONS: Why does the man ask for her telephone number?

The woman has a baby but she can work nights. Who takes care of the baby?

STUDENT HANDOUT

APPROPRIATE



Ligon, F., **AMERICA, IN SIGHT,** The Experiment in International Living, 1982

APPROPRIATE

SITUATION: A man goes to two interviews. He dresses inappropriately for both of them. Last Frame: He doesn't know why he has not been given a job.

USE: Cultural Orientation
  Job Interview
 ESL
  Employment...Approach Person at the Work Site
   Make an Appointment

FRAME BY FRAME:

1 The man sees an ad for a construction worker.

2 He gets dressed for the interview.

3 He goes to the California Construction Company.

4 The interviewer says, "Maybe you're not appropriate for the job." (Maybe the job is not appropriate for you.)

5 He doesn't know why he has not been given the job.

6 The man sees an ad for a teacher's aide.

7 He gets dressed for the interview.

8 He goes to North High School.

9 The interviewer says, "Maybe you're not appropriate for the job." (Maybe the job is not appropriate for you.)

10 He doesn't know why he has not been given the job.

NOTE: There is a need to dress appropriately when attending job interviews. Dress, as well as what you say during an interview, is important.

DISCUSSION QUESTION: What did the man do wrong?

STUDENT HANDOUT

Payroll Checks

Name	I.D.	Pay date	
Nguyen Duc	585-23-4963	03/04/83	
DEDUCTIONS			
Fed. With. Tax	F.I.C.A.	State. With. Tax	Health Ins.
30.00	15.00	10.00	5.00
GROSS PAY	$250.00	NET PAY	$190.00

Name	I.D.	Pay Date	
Cao Nguyet	212-56-8325	03/18/83	
DEDUCTIONS			
F.I.C.A. 20.00	Fed. With. Tax 45.00	State with. Tax 12.00	City with. Tax 8.00
GROSS PAY	$365.00	NET PAY	$300.00

Name	I.D.	Pay Date	
Tran Huy	494-58-5277	03/27/83	
DEDUCTION			
F.I.C.A. 6.00	Fed. Withheld 14.00	Health Ins. 1.00	Pension 0.75
GROSS PAY	$175.00	NET PAY	$154.25

Name	I.D.	Pay Date	
Le Ba	318-99-1131	03/05/83	
DEDUCTIONS			
FICA	Fed. Withheld	Disability	Health Ins.
45.00	75.00	32.00	23.50
GROSS PAY	$635.00	NET PAY	$459.50

Adapted from **"English for Your First Job"**. Gage, J. and Prince D. 1980, Office of the Superintendent of Public Instruction, State of Washington.

Note to the teacher:
There have been several mistakes placed on this sheet for students to find.

Galang – Lesson 20

DIAGRAMS AND FACTORY CODING

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 6: The student can follow a sequence.
2. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.
   - b. . . . as input/source of information to evaluate a task.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of hand or power tool.
2. Competency 2 The student can follow redirected instructions.
   - a. Respond to a negative command.
   - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
   - d. Describe activities in progress and needs for completion of task.
4. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
5. Competency 7: The student can respond to questions about items in the work place.
   - c. Make and respond to a request for an object.
6. Competency 9: The student can use numbers.
   - a. Read and understand numbers in codes.
   - b. Discriminate between coded numbers.
   - c. Provide a count.
   - d. Verify a count.
7. Competency 10: The student can use the alphabet.
   - a. Read and understand alphabetic and alphanumeric codes.
   - b. Discriminate among alphabetic and alphanumeric codes.
   - c. Place items in alphabetic or alphanumeric order.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

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2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.

   a. Student can relate training to common entry-level jobs generally available to refugees.

3. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace.

   b. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace.

4. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace.

   a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
      1. unclear directions.
      2. redirection in task.
      3. being unable to carry out a given task.

II. LESSON CLARIFICATION

A. Rationale

1. In many jobs, even entry-level jobs such as maintenance and assembly work, being able to read and follow simple diagrams is important. To be able to read simple diagrams is one of the basic skills that can be reinforced and built upon in the Pre-employment and Cultural Orientation curriculum. The ability to understand simple diagrams can also be useful in everyday activities around the house. Many things bought in stores require simple assembly. Some cookbooks have visual diagrams that go along with their recipes. In repairing some equipment, a diagram is often necessary to help locate the problem; this is especially true when repairing an engine. The processes of following a diagram or oral instructions have been introduced in previous lessons, i.e., "Making a Cutting Jig" and "Soldering a Wire Frame". Students have also worked with designs using PVC pipes. This activity can easily be linked with previous sorting activities from the Basic Skills curriculum. It is also valuable to review the "classification system" used to identify PVC tubes and pipes and "how to follow a visual diagram" from the Basic Skills lesson *PVC Design Problems.*

III. MATERIALS

A. Required Materials, Equipment and Supplies

3	four-foot tubes, each of a different diameter
3	pieces of tubing 1-3 inches long of different diameters
8	tubing connectors — 4 elbow and 4 straight
3	different lengths of pipe -- 12 of each
4	different pipe connectors (elbow tee, straight, adaptor) — 12 of each
	faucets — 4
	can — 1
	Class set of Worksheets PVD Pipe Design

IV. PROCEDURE

A. Discuss the previous basic skills activity.

B. Letter/Number Review

1. Review the concept of an alphanumeric classification system. Give examples on the blackboard from the letter/number codes worksheet, particularly Part C and any other parts that the class may have difficulty with. Ask the class to explain the classification system used in sorting letters in the Mail Room Simulation.

C. Coding Parts

1. Spread out all of the tubing, pipes, connectors, etc. on the table. Give a few unclear directions in English, such as:
   Give me the tubing.
   Give her the tubing, the pipe, the connector.
   Put the connector there.
   Students should respond with clarification language, especially using "which one".

2. The purpose of this introduction is to show a need for a coding system. Spend only about 5 minutes on the drill. Then, explain in native language that parts in factories are often coded using an alphanumeric system. This makes sorting, storing and mounting supplies of parts more efficient. Assemblers in the factory should be familiar with the codes for the parts they use. They will use code numbers to ask other workers for help and to locate or ask for parts from the supply clerk. For example: Ask a mechanic in your class how many parts there are in an engine (hopefully he will say many). In parts supply stores each part has a code which is listed in a parts book. The parts are sorted and filed according to the part number which helps the store clerk accurately locate the part needed.

3. Teacher first piles the tubing, tubing connectors, pipes and pipe connectors on the table. Ask the class how they would divide this pile of parts into *two* groups. The obvious answer is to group the tubing and tubing connectors together and secondly, the pipe and pipe connectors together. The teacher or a designated student should divide the parts into these two groups. Continue to ask and discuss ways of labeling and categorizing parts.

QUESTIONS	ANSWERS
— How would you divide the pipes?	By length.
— How would you divide the connectors?	By shape; tee, elbows, adaptors, straight
— How would you divide tubing?	By length and diameter.
— How would you divide tubing connectors?	By shape, adaptor elbows, and straight.

After the teacher and students have divided the parts, begin to introduce the coding.

a. All tubing and connectors begin with A
b. All piping and connectors begin with B
c. Both tubing connectors and pipe connectors have C as second letter.
d. Both kinds of elbow connectors have the number 20.
e. Both kinds of straight connectors have the number 30.
f. The tubing of different lengths, but the same diameter, have the number AA 20 and AB 20.

4. Put the parts on the table and label the sections of the table as you go through sorting and labeling with the students.

PARTS CLASSIFICATION SYSTEM

AA 10 — small diameter tubing
AA 20 — larger diameter tubing
AA 30 — largest diameter tubing

AB 20 — larger diameter tubing, short length
AB 30 — largest diameter tubing, short length
AB 31 — largest diameter tubing with cut, short length

AC 20 — tubing elbow connector
AC 30 — pipe straight connector

BB 03 — Pipe — 3 inch length
BB 05 — Pipe — 5 inch length
BB 11 — Pipe — 11 inch length

BC 10 — Pipe Tee Connector
BC 20 — Pipe Elbow Connector
BC 30 — Pipe Straight Connector

BC 40 — Pipe Adaptor

CC 01 — Faucet

DD 01 — Can

D. In English give students some commands to see if they understand how to find a part using this classification system.

TEACHER	STUDENT
Give me three AB 2's	Okay.
Put one BC 10 over there.	Here?
Yes, there.	
Give her two AA 10's	True Lee?
Yes, True Lee	Okay.
Connect the BC 30 50 to the BB 03.	Like this?
Yes, that's good.	

Have them practice commands like this. If there is time, have them try giving each other orders for parts. Again, encourage them to use clarification language if they don't understand.

E. Following a Visual Diagram (30 mins.)

1. After the students have practiced some of the commands in Section D, they should be fairly familiar with the coding system. This can be reinforced by having each student get one of the items needed for the assembly. Examples:

   Duc, take two BC 30's.
   Thao, take four PB 11's.
   Nghia, take two BB 03's.
   Co, take two BB 05's.

2. Divide the class into two parts. One person from each team must come and locate a part using the classification system. At the end of this activity, both teams should have the following parts:

Two BC 30's	Straight connectors
Four BC 10's	Tee connectors
Four BC 20's	Elbow connectors
Four BB 11's	11 inch pipe
Four BB 03's	3 inch pipe
Six BB 05's	5 inch pipe

3. Continue with the class in two groups. Spread the two groups apart so they cannot see each other's work. Explain that you and the translator are both going to show them some pictures on a card with words which describe what they are going to do. Explain that both you and the translator are *not* going to talk. They are to figure out what to do by looking at the pictures and reading the words. The people in the group may talk among themselves to figure out the visual instructions. Tell the two groups that they are competing to see if they can come up with the right design.

   Hold up the cards with the diagrams one by one and let them work. DO NOT TALK or correct their mistakes between each card. Leave each card on display for a few minutes before going on to the next one. If they make some mistakes at the beginning, perhaps they will be able to correct them after seeing the last card.

   Translators are to say NOTHING during this activity. Teachers must stop the two groups from talking with each other or copying each other's work. At the end of the activity, have the two groups compare their finished products. Correct any mistakes. Then ask questions about this activity.

   a. Was it easy or difficult? Why?
   b. How did they find out what to do, by looking at the picture or reading the instructions? Why? Which was easier?
   c. Could they read any of the instructions?
   d. Which steps were easy? Difficult? Why?

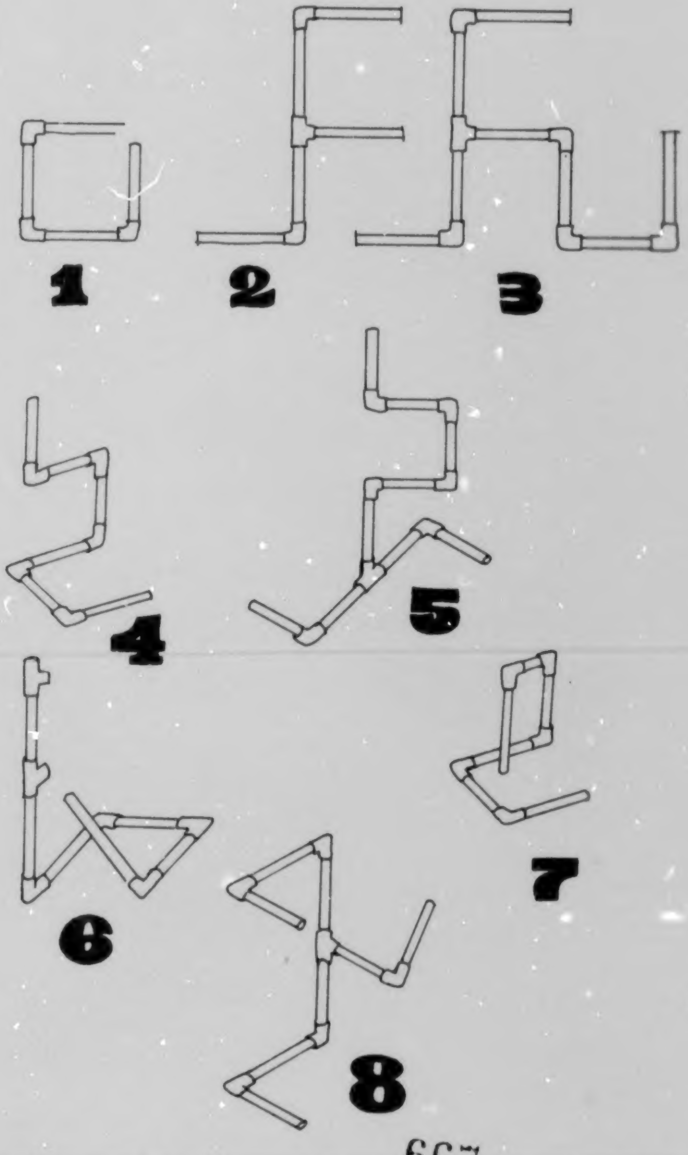
   Go through the cards one by one with the class. Read the cards to the class in English stressing key words like: CONNECT, MIDDLE, TWO, etc. After reading the cards in English, have them translated.

F. Explain the importance of the following visual diagrams. Ask the students if they have used visual diagrams in Vietnam (perhaps mechanics have used them or seamstresses have used them in cutting a pattern). Explain that some jobs in the U.S. will involve following a visual diagram, such as people working with machines or some assemblers in a factory. Diagrams can also be useful in the home; some cookbooks have visual diagrams; purchases often need to be assembled at home and this requires following a visual diagram (examples are shelves, chairs, beds, etc.). Repairing things often requires visual diagrams. Even being able to follow a floor plan is like following a visual diagram. Ask the class if they have used visual diagrams in basic skills class.

G. Explaining a Visual Diagram

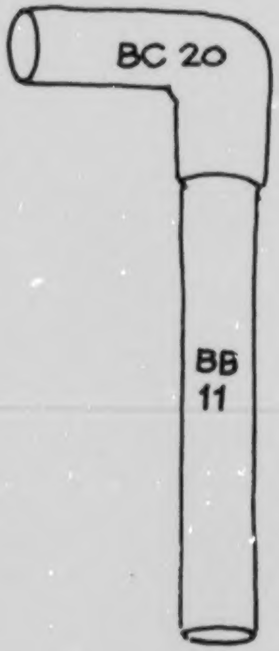
   If class time remains, show one of the visual diagrams they have used in basic skills either assembling a cutting jig (Lesson 13) or soldering wire frame (Lesson 10). Have them explain in native language each step of the process depicted. If they have no trouble with this task, ask them to describe this process again using a few simple English words, i.e., the VESL language from that lesson.

P.V.C. Pipe Design Worksheet



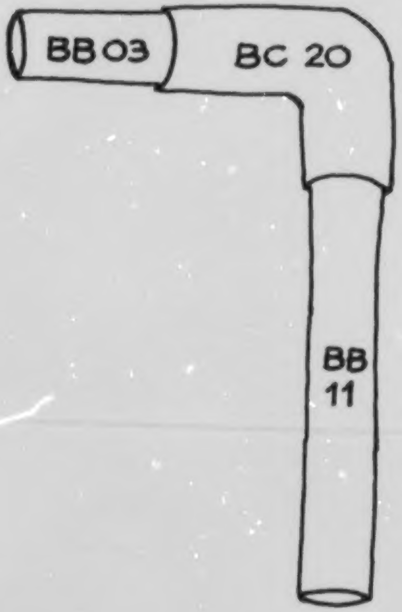
1. a) CONNECT
BB 11 TO BC 20.

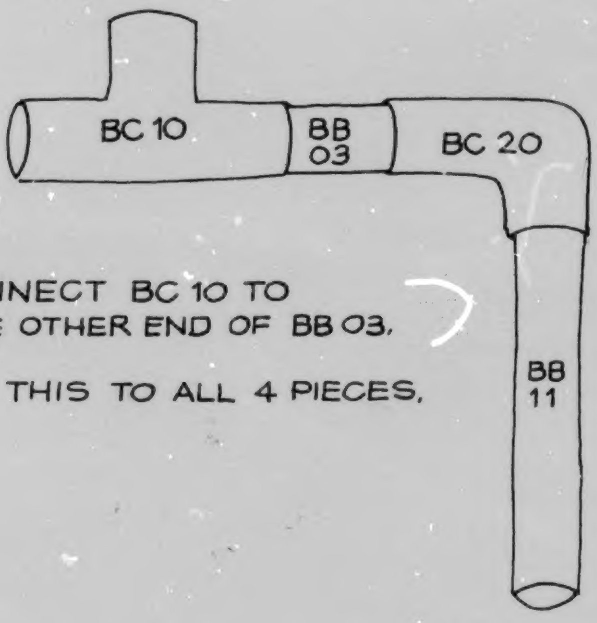
b) DO THIS TO
4 BB 11's.



2. CONNECT
BBO3 TO THE
OTHER END OF BC 20.

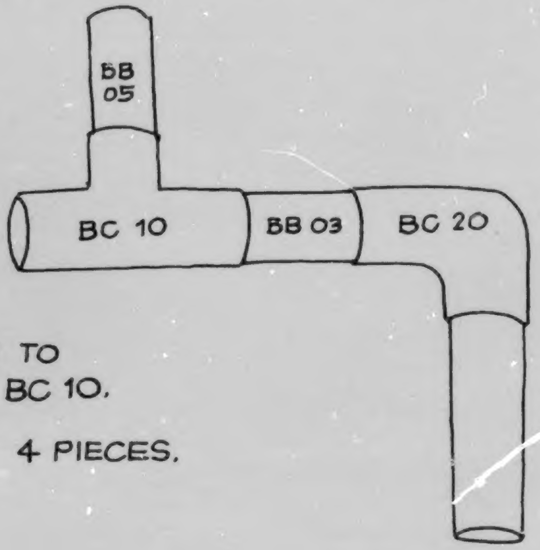
DO THIS TO ALL
4 BC 20's.





3, CONNECT BC 10 TO
THE OTHER END OF BB 03.

DO THIS TO ALL 4 PIECES.

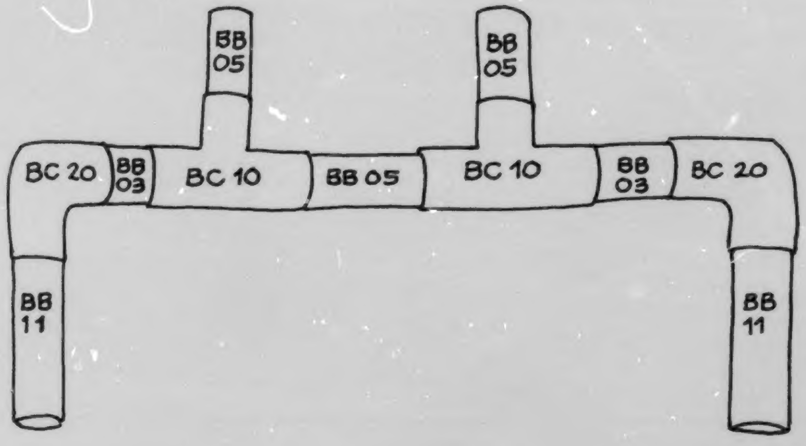


4, CONNECT BB 05 TO
THE MIDDLE OF BC 10.

DO THIS TO ALL 4 PIECES.

5. PUT TWO PIECES TOGETHER BY CONNECTING TWO OF THE BC 10 WITH ONE BB 05.

DO THIS TWICE.



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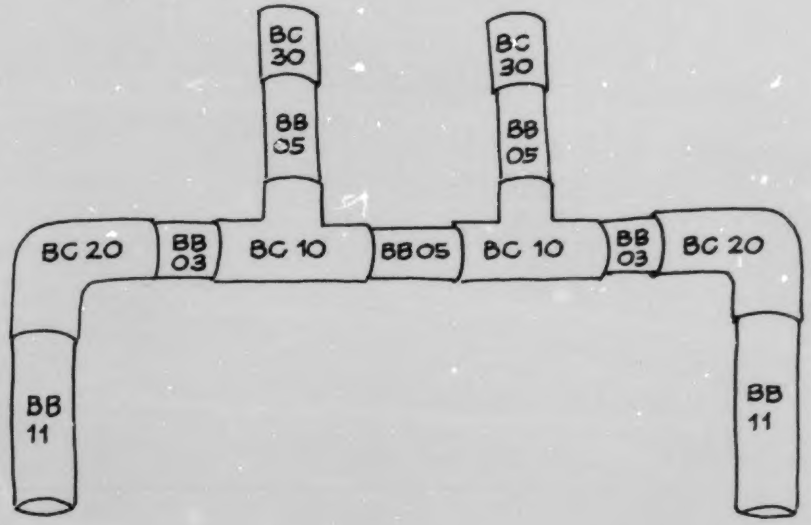
6. CONNECT TWO BC 30 TO TWO OF THE BB05.



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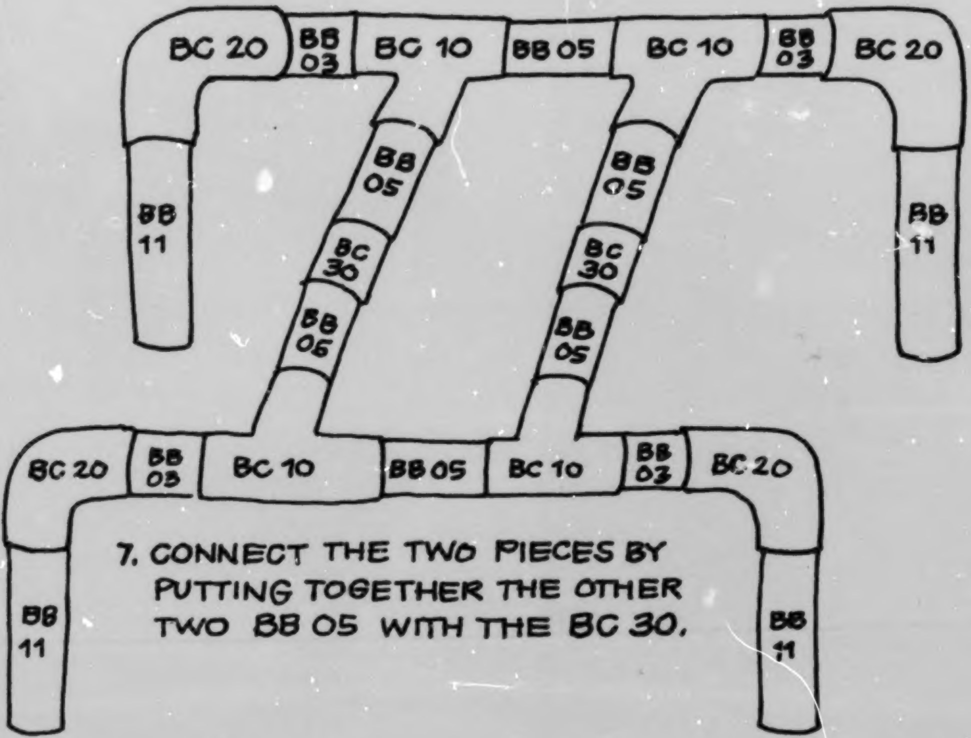

7. CONNECT THE TWO PIECES BY PUTTING TOGETHER THE OTHER TWO BB 05 WITH THE BC 30.

Pre-employment Cultural Orientation

Galang – Lesson 21

LARGE FACTORY SIMULATION

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - b. . . . working alone.
   - c. . . . showing motor skills and self-confidence with tasks and equipment, making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
   - b. . . . verifying counts.
4. Competency 4: The student can measure using tools:
   - a. . . . determining if two quantities are of equal length, volume, or weight.
   - c. . . . using standard tools, determine whether duplicated items are equal.
   - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
5. Competency 5: The student can organize, classify, and sort discriminating between:
   - b. . . . number codes, letter codes, alphanumeric codes.
   - c. . . . function
   - e. . . . task-related specification.
6. Competency 6: The student can follow a sequence.
7. Competency 7: The student can use time-related information on schedules and forms.
8. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.
   - c. . . . as output/product.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions:
     1. to start a task.
     2. to take something apart.
     3. to put something away.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of hand or power tool
   - e. Respond to simple cautions and negative commands.
2. Competency 2: The student can follow redirected instructions
   - a. Respond to a negative command.
   - b. Follow instructions delay, repeat and reorder an activity.

3. Competency 3: The student can provide feedback on performance of task.
   - a. Provide feedback on progress.
   - b. Provide feedback about quality of work.
   - c. Provide specific assessment of a product.
   - d. Describe activities in progress and needs for completion of task.
   - e. Report time worked.
   - f. Acknowledge and apologize for mistakes, poor performance, being late and absent.

4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - a. Ask for feedback.
   - b. Ask for assistance or advice from a supervisor or co-worker.
   - c. Ask for help in an emergency.

5. Competency 5: The student can ask for clarification
   - a. Indicate lack of understanding.
   - b. Ask for clarification.

6. Competency 6: The student can ask how to say something in English.

7. Competency 7: The student can ask and respond to questions about items in the work place.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.

8. Competency 8: The student can request permission and give reasons for being late or absent.

9. Competency 9: The student can use numbers.
   - a. Read and understand numbers in codes.
   - b. Discriminate between coded numbers.
   - c. Provide a count.
   - d. Verify a count.

10. Competency 10: The student can use the alphabet.
    - a. Read and understand alphabetic and alphanumeric codes.
    - b. Discriminate among alphabetic and alphanumeric codes.
    - c. Place items in alphabetic or alphanumeric order.

11. Competency 12: The student can read workplace signs.
    - a. Read common workplace signs.
    - b. Read safety signs.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   - a. Student can describe his/her responsibilities in the role of a job trainee.
   - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment:
   - a. Student can relate training to common entry-level jobs generally available to refugees.

3. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
   - a. The student can identify strategies for clarifying workplace rules, policies and procedures.
   - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

4. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:

   a. Student can give examples of ways to establish rapport with supervisors and workers.
   b. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace:
      1. your boss is angry.
      2. a co-worker is angry or seems unfriendly
      3. a co-worker who is your friend leaves the job
      4. you feel isolated

5. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:

   a. Given the following situations on the job, student can select from various alternatives the most appropriate action
      1. unclear directions
      2. redirection of task
      3. being unable to carry out a given task.
      4. negative feedback from supervisor or co-worker
      5. something goes wrong on the job
   b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

6. Competency 6: Students understand importance of taking responsibility for their own and others' safety on the job;

   a. Given simple pictures of worksites, student can identify safety hazards.
   b. Given a dangeous situation, student can identify an appropriate action to be taken.

II. LESSON CLARIFICATION

A. Rationale

1. The students have had one experience with the factory process in a previous lesson. The large factory simulation will build on previous experience by having students participate in a more complex one. The number of steps in the assembly process is increased, more tools are used including electrical tools. A factory coding system for supplies and tools rounds out this simulation. The points from previous lessons can once again be reinforced. The major goal is to try to create a "real" working situation, and by doing this many CO, VESL, and Basic Job Skills Competencies are addressed. Relating to Cultural Orientation, the students can practice safety procedures, communicate appropriately while accomplishing job assignments and obey rules such as coming to work on time. By simulating an actual work situation, students will be better able to integrate what they have learned in the Pre-employment program. Many of the VESL competencies can be practiced again in a working situation.

B. Learning Outcomes

1. As with the other simulations, this lesson serves as a review for many concepts previously covered. This lesson will help explain further the factory process and the students will be able to see a practical application of factory coding, following diagrams and communication skills.

C. Since this assembly has more steps, two classes must combine and the teachers team teach.

III. MATERIALS

A. Required Materials, Equipment and Supplies

Class set of "Supply Room Code Sheet"
Time Clock, Time Cards
Safety Signs, Room Signs, Breaktime Signs
To make 10 lamps:
  10 8' lengths of wire
  10 Two-prong plugs
  10 Light sockets
  10 Lamp bases (made in Basic Skills)

10	Wire Frames (made in Basic Skills)
10	Lamp Shades
40	5 inch PVC pipes
20	11 inch PVC pipes
10	Tee connectors
40	Elbow connectors
10	Straight connectors
10	3 inch bolts, washers and nuts
60	1½ inch nails
10	Light bulbs
2	Wire Cutters
2	Razor knives
2	Small Screwdrivers
3	Large Screwdrivers
2	Pliers
3	Power drills, drill bits, C-clamps, extension cords
1	Hammer
1	Roll Masking tape
1	Roll Insulating tape
2	Scissors

IV. PROCEDURE

A. "Punching In" (Native Language)

1. Make sure students do this. Remind the students that, if they forget, it will cause problems for them on their job. Make students who come in late give an excuse - in English if possible. Remind them that their pay will be decreased and that this will be noted on their work record.

B. Job Training

1. Acquaint the class with the arrangement of the factory. Point out the various sections: supply room, assembly area, quality control, lounge, supervisor's office, etc. Show them the safety signs. Pass the supply room code sheets among the students and show them the supply room section. Check to see if they can explain the coding system briefly. Show the class the different working stations on the instructions (or diagrams) posted in the assembly area.

2. Assign job roles to the students:
   - one person at each work station
   - one or two quality control stations
   - supply clerks

   Go over each step with the students and send them to the supply section to get their supplies. Be on hand to make sure they speak English. To speed up the process, each teacher can be at one station explaining individual assignments.

3. The jobs should be explained in native language to be sure that the students understand their tasks.

4. Tell students that they must use English once they begin their jobs, including break time conversation.

C. Large Factory Simulation (VESL)

1. Encourage the students to use English as much as possible. Only when a person is having too much difficulty with the instructions or a demonstration should native language be used. The teacher and translator act as supervisors. They should be periodically checking the work of each student.

2. Use some simple English dialogues with the students: praise good work, correct their mistakes, respond to requests for help, clarify instructions, report faults, ask them to explain the task they are doing or report their progress, have them use or respond to safety warnings, etc. After the students have worked for about 40 minutes, stop them for a short 10-minute break. Encourage them to try to practice the social language learned in ESL and practiced in the "Communication" lesson. If they come in late after breaktime, once again, tell them their pay will be cut and the behavior will be put into their work record. Have them work a few more minutes. Check the inspectors to make sure they are doing their job properly. Notice if they are rejecting any pieces; if so, ask them what is wrong with each.

3. Set up some problems for workers to solve, such as:
    - a. faulty tools and equipment
    - b. not enough supplies
    - c. possible safety hazards
    - d. some unclear directions or redirections. Use as many situations as possible to force the students to interact with their supervisors in English.

D. Closure (Native Language)

1. Give the students some time to disassemble what they have made. Ask a few questions to get their impressions about the simulation and the job they held. See below and small factory simulation for examples. Have them compare this factory simulation to the other simulations done previously. Don't forget to have students punch-out with the Time Cards.
    - a. Which factory simulation was more complicated? Why?
    - b. Which one is more like a real factory? Why?
    - c. Which factory simulation was more efficient? Faster? Why?

E. Work Sequence For Large Factory Simulation: Lamp Assembly

The assembly involves sixteen steps, each step is done at a separate work station:

1. Strip one end of the wire.
2. Strip the other end of the wire.
3. Connect the plug to one end of the wire.
4. Drill small holes in the middle of two 5 inch pipes.
5. Drill small holes in the middle of two 11 inch pipes.
6. Drill a large hole in the middle of one straight connector.
7. Connect the 11 inch and 5 inch pipes to a 15 inch pipe (as shown in the picture) using the straight connector.
8. Assemble the pipes (as in the picture) using the straight connector.
9. Connect the light socket to the other end of the wire.
10. Tape the light socket to the wire.
11. Put the bolt through the straight connectors, attach the washer and nut to the bolt.

12. & 13. Put the wire frame on the lamp.

14. Nail the lamp to the wood base.
15. a. Screw in the light bulb.
    b. Check to see that it works (Quality Control)
16. Tape the lamp shade to the wire lamp.

Each station must have a picture diagram to make the directions clear.

In the assembly process each student can be assigned to complete one step in the process depending on the number of students in your class. Some steps, such as 1 and 2, could be combined. In addition to the assemblers, other positions can be considered part of the work force:

- a. One or two supply clerks to keep track of materials and distribute them to workers using the factory coding system;
- b. Quality control inspectors to check such things as the strength of the wire frame, plug and light socket connections, the lamp shade appearance, wire strength, lamp base size, etc. These extra roles are not essential for assembly roles, but there should be one or two inspectors to illustrate this important step in the factory process. The number of steps and additional tasks assigned will, of course, depend on how many students are present that day.

SUPPLY ROOM CODE

AA	10	Wire
AA	20	Two Prong Plug
AA	30	Light Socket
AB	16	Lamp Base
AB	30	Wire Frame
AB	31	Lamp Shade
BB	05	5 inch PVC Pipe
BB	11	11 inch PVC Pipe
BB	15	15 inch PVC Pipe
BC	10	Tee Connector
BC	20	Elbow Connector
BC	30	Straight Connector
CA	30	3 inch bolt
CA	31	Washer
CA	32	Nut
CB	10	inch nail
CB	15	1½ inch nail
CB	20	2 inch nail
CC	10	Wire Cutter
CC	11	Razor Knife
CD	10	Small Screwdriver
CD	30	Large Screwdriver
CE	20	Power Drill
CE	21	Drill Bits
CE	30	C — Clamp
CE	40	Extension Cord
CF	10	Hammer
		Masking Tape
		Insulating Tape
		Light Bulbs
		Scissors
		Pliers

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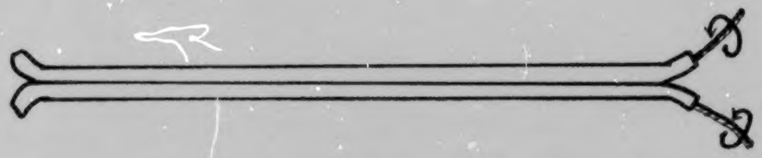
STUDENT HANDOUT

SUPPLY ROOM CODE

AA	10	WIRE
AA	20	TWO PRONG PLUG
AA	30	LIGHT SOCKET
AB	16	LAMP BASE
AB	30	WIRE FRAME
AB	31	LAMP SHADE
BB	05	5 INCH PVC PIPE
BB	11	11 INCH PVC PIPE
BB	15	15 INCH PVC PIPE
BC	10	TEE CONNECTOR
BC	20	ELBOW CONNECTOR
BC	30	STRAIGHT CONNECTOR
CA	30	3 INCH BOLT
CA	31	WASHER
CA	32	NUT
CB	10	INCH NAIL
CB	15	1-1/2 INCH NAIL
CB	20	2 INCH NAIL
CC	10	WIRE CUTTER
CC	11	RAZOR KNIFE
CD	10	SMALL SCREWDRIVER
CD	30	LARGE SCREWDRIVER
CE	20	POWER DRILL
CE	21	DRILL BITS
CE	30	C - CLAMP
CE	40	EXTENSION CORD
CF	10	HAMMER
		MASKING TAPE
		LIGHT BULBS
		SCISSORS
		PLIERS

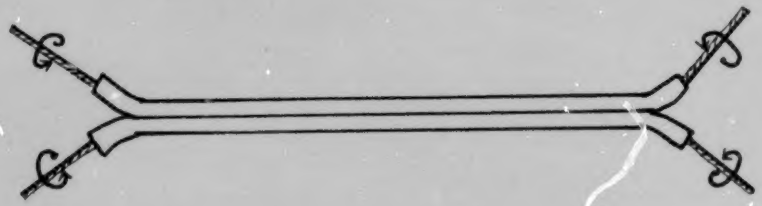
STATION 1

STRIP ONE END OF THE WIRE



STATION 2

STRIP THE OTHER END OF THE WIRE



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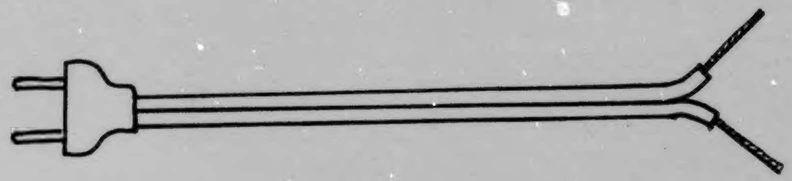
STATION 3

CONNECT THE PLUG TO THE WIRE



USE A SCREWDRIVER

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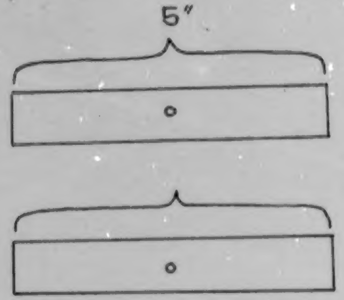
STATION 4

DRILL SMALL HOLES IN THE MIDDLE OF TWO 5" PIPES.



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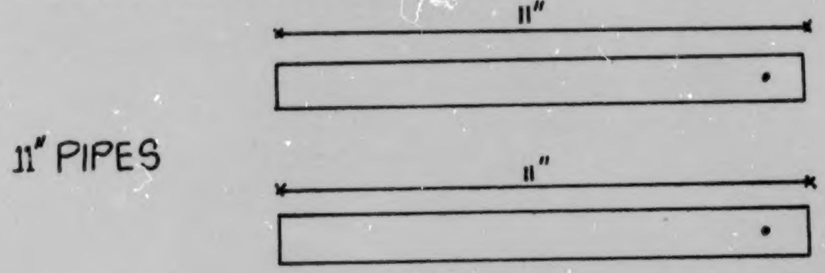
STATION 5

DRILL SMALL HOLES IN THE END OF TWO



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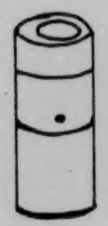
STATION 6

DRILL A LARGE HOLE IN THE STRAIGHT CONNECTOR



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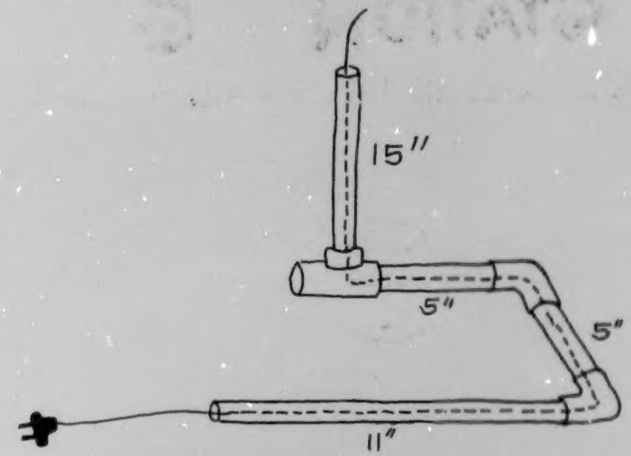
STATION 7

PUT THE WIRE IN THE PIPES



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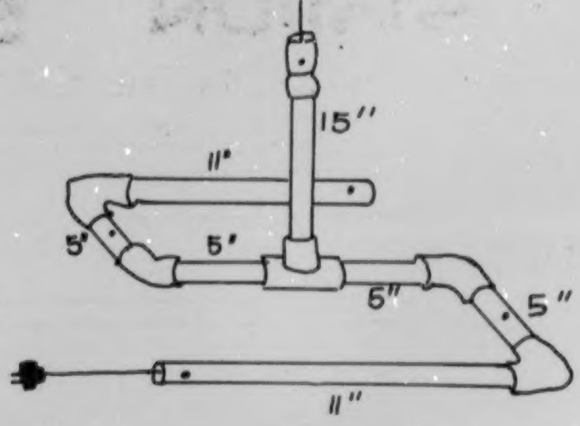
STATION 8

ASSEMBLE THE PIPES.



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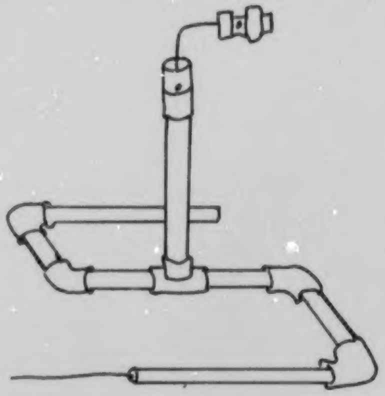
STATION 9

CONNECT THE LIGHT SOCKET TO THE WIRE



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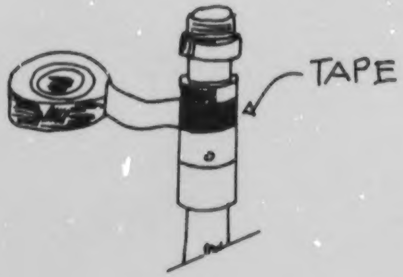
STATION 10

TAPE THE LIGHT SOCKET TO THE STRAIGHT CONNECTOR



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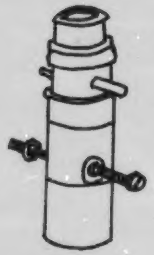
STATION 11

PUT THE BOLT THROUGH THE STRAIGHT CONNECTOR
ATTACH THE WASHER AND NUT TO THE BOLT



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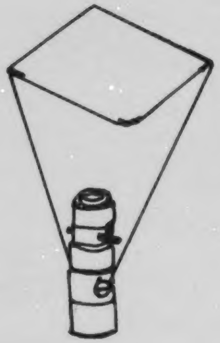
STATION 12 & 13

PUT THE WIRE FRAME ON THE LAMP



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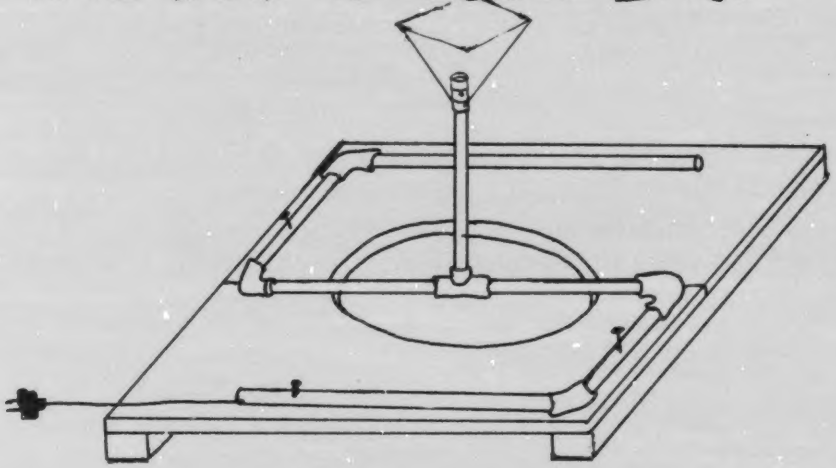
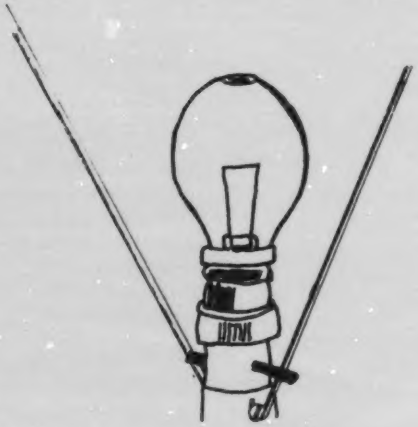
STATION 14

NAIL LAMP TO WOOD BASE



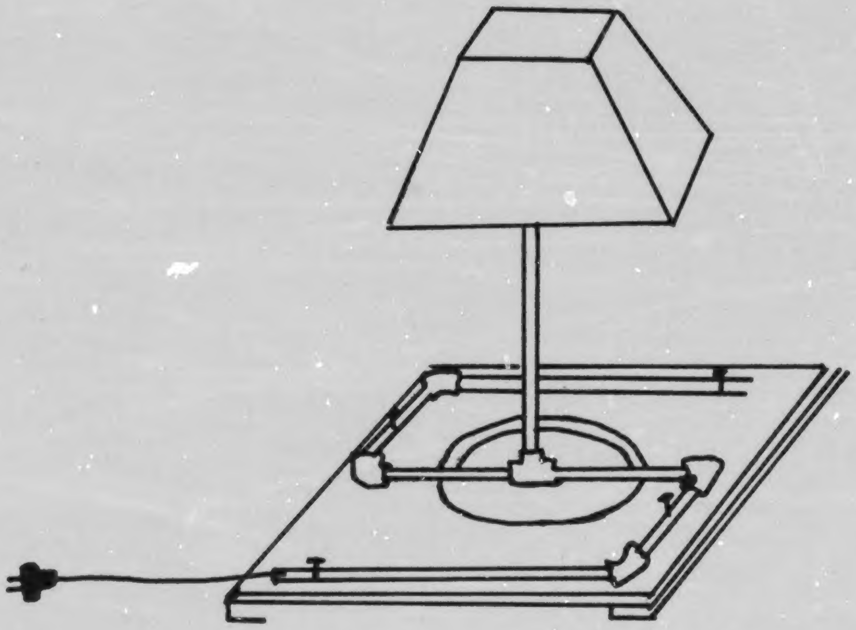
STATION 15

1. SCREW IN THE LIGHT BULB
2. CHECK TO SEE IF IT WORKS.



STATION 16

TAPE THE LAMP SHADE TO THE WIRE LAMP



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Pre-employment Cultural Orientation

Galang – Lesson 22

REVIEW DAY

I. COMPETENCIES COVERED

A. Basic Skills

1. Competencies stressed are up to the teacher in review.

B. VESL

1. Competencies stressed are up to the teacher in review.

C. Cultural Orientation

1. Competencies stressed are up to the teacher in review.

II. LESSON CLARIFICATION

A. Rationale

1. The students have been introduced to many new structures and words over the past few weeks. To reinforce many of the concepts and language, a review of some of the previous activities often helps. To make the learning experience even more concrete, some of the concepts, language and ideas can be put into different contexts to help the students understand them better. These activities were written by teachers as examples of ways that many of the previous activities can be reinforced and the student's learning experience can be made more enjoyable.

B. Learning Outcomes

1. The learning outcomes are to be determined by the individual teachers for their classes. Teachers, because of their close involvement with students, are often the best judge of where there is some weakness or lack of understanding in the language and concepts taught previously in the CO curriculum. Teachers will decide how best to prepare for this day and where the students need more practice.

III. PROCEDURE

A. This lesson includes examples of additional suggested activities. They are not intended to be in any chronological order, nor are they the only activities which a teacher is limited to in his or her classroom.

Activity 1: Numerical Code/Sequence Game

1. Write a numerical code on 3" by 5" flash cards.

   SW05 AB01 OT70 DF54

2. Distribute the cards to the students randomly (one each). Ask the students to stand in a sequence (in order) according to their cards. If they stand in the wrong place they are out.
3. Divide the class into two teams, keep score.

Activity 2: Following Written Instructions

1. If the students cannot follow written instructions, show them the drawings included on the next pages:
   a. Connect two 11" pipes to the ends of a Tee Connector. Take one 3" pipe, connect it to the middle of the Tee Connector.
   b. Cut a ten inch wire.
      Strip both ends of the wire.
      Connect one end of the wire to the bottom of the battery, connect the other end to the bulb.
      Connect the wire piece of bulb to the top of the battery.
   c. Refer to Basic Skills Activity "Cubes and Patterns".
      — Make a cube from an 8" by 12" flashcard.
      — Draw a 2½" by 2½" square at the top middle of the paper.
      — Write #1 in it.
      — Draw another 2½" by 2½" square under square #1. Write #2 on it.
      — Draw another square under #2. Write #5 in it.

- Draw another square under # 5.
- Cut it out.
- Fold it into a cube.
- Write your name on square #
- Write _____ on square # __________, etc.

Activity 3: VESL, Reporting Mistakes

WORKER	SUPERVISOR
I would like to talk to you.	
	O.K.
I am sorry. I broke the glass/hammer/scissors.	
	You broke the glass?/ hammer?/scissors? (said angrily)
Yes, I'm sorry.	

Activity 4: Reporting sickness/Absence by Telephone

SECRETARY	WORKER
Hello, Galang Toy Company. Can I help you?	
	This is Hue. May I speak with supervisor Mark?
Sorry, he is not in. May I take the message?	
	Yes, tell him that I cannot work today.
Why?	
	I am sick.
What's your name?	
	Hue.
How do you spell that?	
	H—U—E
H—U—E?	
	That's right.
I'll tell him.	
	Thanks, goodbye.

Activity 5: True/False

1. All the Americans have no concern for Vietnamese refugees. (T/F)
2. It's difficult to characterize native American attitudes toward the Vietnamese refugees. (T/F)
3. There are three general native American attitudes toward the Vietnamese refugees, i.e., sympathy, apathy, anger. (T/F)
4. One of the strategies of how to build up communication with American supervisors is by bribing. (T/F)
5. Another way to build up communication with the supervisor is by praising him/her every time we meet. (T/F)
6. The Americans believe that the Vietnamese refugees are hard-working people. (T/F)

3x5 FLASHCARDS

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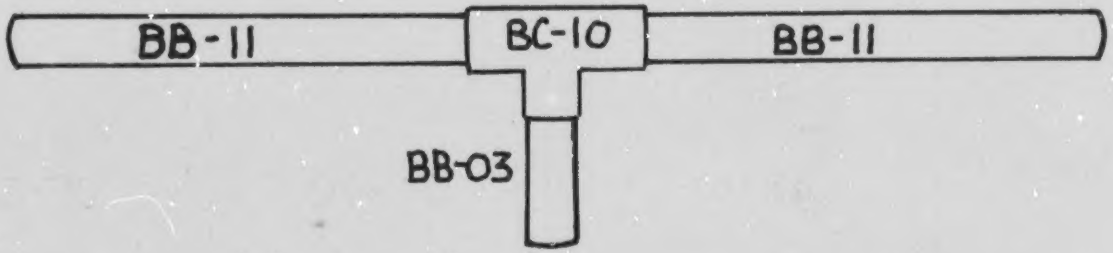

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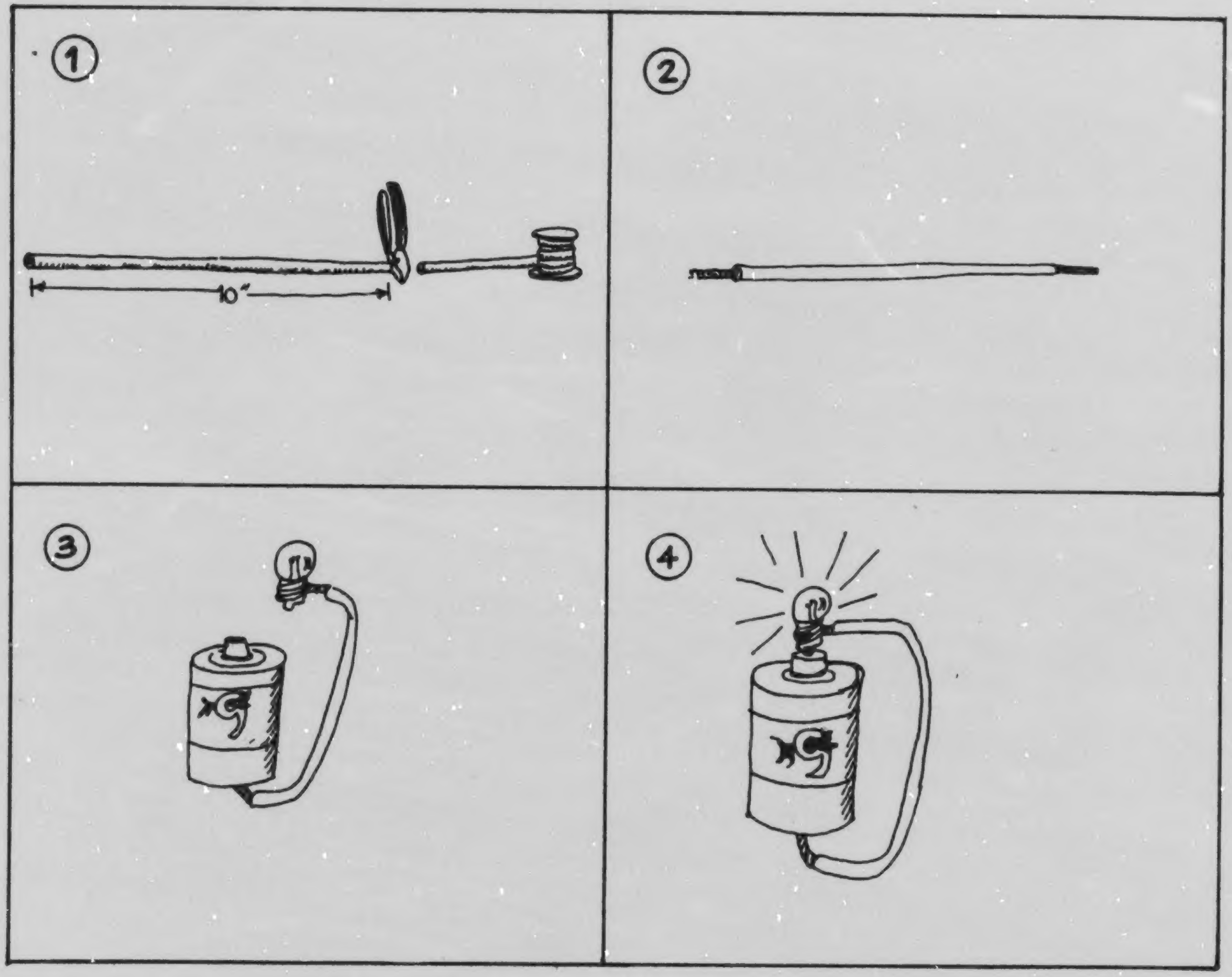
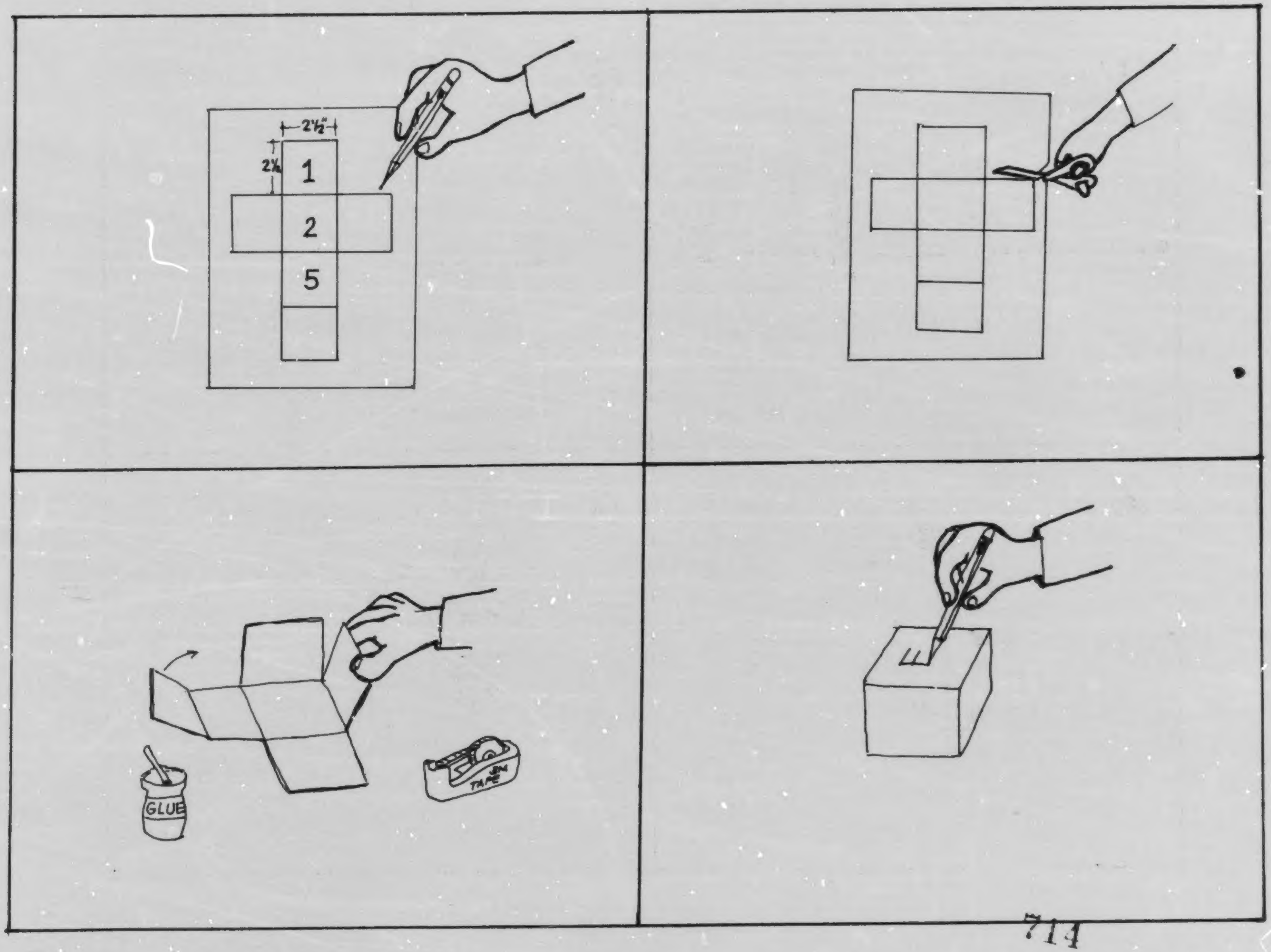
IV. DRAWINGS




2½"
2½
1
2
5
GLUE
3M TAPE

Pre-employment Cultural Orientation

Galang – Lesson 23

WORKING IN A RESTAURANT

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - a. . . . starting and/or determining task assignments, completing a task to specifications, completing a task within a given time-frame, performing as part of a team.
    - b. . . . working alone.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish a task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts
    - b. . . . verifying counts
4. Competency 4: The student can measure using tools.
    - c. . . . Using standard tools, determine whether duplicated items are equal.
    - d. . . . measuring the length, volume or weight measurement of something using a standard tool.
5. Competency 6: The student can follow a sequence.
6. Competency 9: The student can recognize visual cues and signs indicating direction, operation and areas/locations.
7. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions.
    - b. Follow one-step directions.
    - c. Follow multiple-step directions to perform a task.
    - d. Follow directions in use of hand or power tool.
    - e. Respond to simple cautions and negative commands.
2. Competency 2: The student can follow redirected instructions.
    - a. Respond to a negative command.
    - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
    - b. Provide feedback about quality of work.
    - c. Provide specific assessment of a product.
    - d. Describe activities in progress and needs for completion of task.
    - e. Report time worked.
    - f. Acknowledge and apologize for mistakes, poor performance, being late and absent.

4. Competency 4: The student can ask for feedback, assistance, advice and emergeny help.
   - a. Ask for feedback.
   - b. Ask for assistance or advice from a supervisor or co-worker.
   - c. Ask for help in an emergency.

5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.

6. Competency 7: The student can ask and responds to questions about items in the workplace.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   - a. Student can describe his/her responsibilities in the role of a job trainee.
   - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping to develop realistic strategies for gainful employment.
   - a. Student can relate training to common entry level jobs generally available to refugees.

3. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace.
   - b. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace:
     1. your boss is angry.
     2. a co-worker is angry or seems unfriendly.

4. Competency 5: Students understand the importance of communication in accomplishing job assignments as the workplace:
   - a. Given the following situations on the job, students can select from various alternatives the most appropriate action:
     1. unclear directions.
     2. redirection of task.
     4. negative feedback from supervisor or co-worker.
   - b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Rationale

1. In the study "Refugee Resettlement – A survey of Training Priorities" by John Williamson, respondents to his survey indicated that 54.9% of newly arrived refugees located jobs in the Restaurant/Food Service Category. This lesson gives background information about the food industry. It is intended to prepare students for the "Restaurant Simulation" lesson which takes place the following day.

2. To carry out the simulation the students need information about the responsibilities, skills and language that are needed to perform the various jobs in a restaurant. This lesson includes VESL, some application of previous

vocabulary, plus some new terms. Each work role has its own particular vocabulary. The students can practice some of the simple skills associated with the work roles, such as, taking an order (for waiter), setting the table (or (for busboy), reading a recipe (for cooks), washing dishes, making change (for cashier). In preparing for the simulation, many of the VESL, CO and Basic Skills Competencies can be reinforced.

B. Learning Outcomes

1. Students will be able to give examples of the duties commonly performed by those who work in various capacities in the food service industry.
2. Students will be able to take a person's order from a simple menu in English.
3. Students will follow simple commands for tasks such as setting a table and making change.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Kitchen:
   Two stoves and extension cords.
   Two frying pans, spatulas, silverware sets, egg beaters, measuring spoons, measuring cups, pints, and quarts, aprons, scales, mixing bowls, drinking pitchers.
   One thermos, a container for ice.
   Cans of Milo, Klim, Sugar, flour, margarine, jar of orange drink concentrate, coffee, eggs, baking powder, pre-sliced bread, fresh milk. One bucket of drinking water.
2. Dishwashing area: One tray for plates and silverware. Two buckets of water, one Mama lemon soap (liquid dishwashing soap), four dishcloths and towels, two aprons, one trash can, mop, broom and dust pan.
3. Dining area: Three tablecloths, ashtrays, cruet sets, 6 jars of jam, 3 jars of syrup, napkins, 12 plates, glasses, cups and saucers, sets of silverware, 3 aprons for busboys, 3 serving trays.

IV. PROCEDURE

A. Working in a Restaurant (20 min. Native Language)

The purpose of this exercise is to determine how much knowledge the students already have about food service. The class as a whole, or in two or three groups, should make a list of the different kind of jobs in a restaurant. Under each job category they should list the job responsibilities. The job titles and responsibilities may be similar to restaurant workers in Vietnam, and the students may already have some understanding of the industry. The outcome will influence what kind of activities will be scheduled for the restaurant simulation. The roles and responsibilities which students should list are:

Dishwasher:	Washes dishes, silverware and glasses; sorts stacks and puts these in their proper places; assists the cook.
Cook :	Cooks and prepares food; possibly keeps track of food inventory and stores food properly. Provides supervision to dishwashers.
Waiter/ Waitress :	Serves the customers, takes orders, checks table settings and food deliveries, provides supervision to busboys.
Busboy :	Sets the tables properly, clears the tables after the customers are finished, assists the waiters and cleans as directed by the manager.
Janitor :	Cleans floors, tables, bathrooms, etc. after restaurant is closed.
Cashier :	Checks the customers' bills, collects their money and makes change for the customers. Provides an account of money received from customers against the bills.

B. VESL for Simulated Food Service Jobs

1. Waiter/Waitress: Display the menu to the class while reviewing the vocabulary used; teacher and translator demonstrate the dialogue between the customer and waiter.

WAITER	CUSTOMER
Hello, how are you today?	
	Fine, thank you.
Here is a menu. May I take your order?	
	Yes, a cup of coffee, please.
With cream and sugar?	
	I want cream, no sugar.
Anything else?	
	Yes, I want two pancakes. No, that's all.

Demonstrate to the class how a waiter writes and verifies the customer's order. Divide the class into two groups, waiters and customers. Have them practice giving and receiving orders. Give them menus and check to see if they know how to use them. Do this twice, switching the roles.

2. Busboy: Introduce the new materials using any TPR sequences. Place on the table: plate, glass, napkin, knife, fork, spoon.

Examples of TPR:

Pick up the plate.
Put the plate here
there
over there
Hand me two forks.
Count the spoons.

Setting the table: Go through the above series of instructions with a couple of students to see if they can follow the directions for setting the table. Use as much clarification language as possible.

Teacher demonstrates the following tasks using VESL language; students respond and perform the tasks when directed.

SUPERVISOR	BUSBOY/WAITER/ WAITRESS
Take one cup item plate napkin fork spoon	
Do this with me.	
	Okay, all right.
Fold the napkin. Put the napkin on the left side.	
	Like this?
Put the knife on the napkin.	
	Okay.
Put the spoon on the right side of the knife.	
	Here?
Yes, here. Put the plate in the middle. Put the cup above the knife	
	I don't understand.
Like this. Put the glass above the fork. Check it.	
	Okay.
Is the fork on the right side?	
	Yes/No.
Is the knife on the left side?	
	Yes/No.

In going over the busboys duties explain it is his/her role to set and clear the table, but that a waiter/waitress may also help.

3. Cashier: Go over denominations of the money with the students. This should be a review. Ask them to identify the names and the values of the coins and dollars:

PENNY	=	1 ¢
NICKEL	=	5 ¢
DIME	=	10 ¢
QUARTER	=	25 ¢
HALF DOLLAR	=	50 ¢
ONE DOLLAR BILL	=	$1.00
FIVE DOLLAR BILL	=	$5.00

Show the students some sample customer checks (or bills). Have them calculate the total for the customers to present to the cashier.

CASHIER	CUSTOMER
Hello, may I have your check, please?	
	Here it is.
That will be $2.25 amount	
	Here is $ 5.00 amount
Here is your change. (or your change is $2.75)	
	Thank you.
You are welcome. Come again.	

Stress that the waiter and cashier are the people who talk with customers and that it is important to be polite and courteous. They should have a pleasant appearance (always smiling). Busboys are often seen by the customers but do not talk to them unless a customer makes a special request.

4. People in the kitchen (cooks and dishwashers) do not have any contact with the customers. However, if they have an American supervisor, they must be able to respond in English to directions from him/her. Give directions to the cook in area designated as the kitchen for the simulation.

SUPERVISOR	COOK
Wash your hands, use lots of soap and water.	
	Okay.
Light the stove. (Turn on the stove)	
	Yes.
Make coffee like this	
	(repeats steps and vocabulary as directed by the teacher)
Make orange drink like this (show diagram and review steps).	
	(repeats steps and vocabulary as directed by the teacher)
Make pancakes like this (show diagram and review steps).	
	(repeats steps and vocabulary as directed by the teacher)
Put orange drink in the glass.	
	Like this?
Yes.	
Put the Milo in the glass.	
	Okay.
Put the pancakes on the plate.	
	All right.
Tell the waiter: Table two is ready.	
	Table two is ready.

5. Dishwasher: Show the section of the room where the dishwasher works. This is where the busboy brings the dirty dishes. Cooks shows where the dishes should be put.

SUPERVISOR	DISHWASHER
Wash your hands. Use lots of soap and water.	Okay.
Put the dirty dishes on the counter.	All right.
Add the soap to the water like this (show diagram and review steps).	(Repeats steps and vocabulary as directed by the teacher).
Put the dishes in the water.	Okay.
Take the dishcloth. Wash the dishes. First the glasses, next the plates. Last wash the silverware.	First glasses, then plates, last the silverware.
Rinse the dishes.	Okay.
Dry the dishes.	All right.

PEP RESTAURANT

CUSTOMER
CHECK

TABLE # ______

ITEMS	QTY	PRICE
COFFEE BLACK $ .50		$
with SUGAR		$
with CREAM		$
with CREAM & SUGAR		$
MILO DRINK $ .50		$
MILO with MILK $ .50		$
ORANGE DRINK $ .25		$
2 PANCAKES $1.00		$
2 FRENCH TOAST $1.00		$
TOTAL		$

THANK YOU. PLEASE COME BACK AGAIN.
WAITER: ______________________

MENU

ITEMS		PRICE
COFFEE BLACK		$ .50
with SUGAR/CREAM		
MILO DRINK		$ .50
MILO with MILK		$ .50
ORANGE DRINK		$ .25
2 PANCAKES		$1.00
2 FRENCH TOAST		$1.00

Pre-employment Cultural Orientation

Galang – Lesson 24

RESTAURANT SIMULATION

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    a. . . . starting and/or determining task assignments, completing a task to specifications, completing a task within a given time-frame, performing as part of a team.
    b. . . . working alone.
    c. . . . showing motor skills and self confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish a task with minimal or no additional training.
3. Competency 4: The student can measure using tools:
    c. . . . using standard tools, determine whether duplicated items are equal.
    d. . . . measuring the length, volume or weight measurement of something using standard tool.
4. Competency 6: The student can follow a sequence.
5. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/ signs.

B. VESL

1. Competency 1: The student can follow simple directions.
    a. Acknowledge that one is about to receive directions.
    b. Follow one-step directions.
    c. Follow multiple-step directions to perform a task.
    d. Follow directions in use of hand or power tool.
    e. Respond to simple cautions and negative commands.
2. Competency 2: The student can follow redirected instructions.
    a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of task.
    a. Provide feedback on progress.
    b. Provide feedback about quality of work.
    c. Provide specific assessment of a product.
    d. Describe activities in progress and needs for completion of task.
    e. Report time worked.
    f. Acknowledge and apologize for mistakes, poor performance, being late and absent.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    a. Ask for feedback.
    b. Ask for assistance or advice from a supervisor or co-worker.
    c. Ask for help in an emergency.

5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.

6. Competency 7: The student can ask and respond to questions about items in the workplace.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.

7. Competency 8: The student can request permission and give reasons for being late or absent.

8. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
   - e. Read and report a measurement

9. Competency 12: The student can read workplace signs.
   - a. Read common workplace signs.
   - b. Read safety signs.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
   - a. Student can describe his/her responsibilities in the role of a job trainee.
   - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping to develop realistic strategies for gainful employment.
   - a. Student can relate training to common entry level jobs generally available to refugees.

3. Competency 3: Students understand importance of rules, policies and procedures common to the workplace.
   - a. The student can identify strategies for clarifying workplace rules, policies and procedures.
   - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

4. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace.
   - a. Student can give examples of ways to establish rapport with supervisors and workers.
   - b. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace:
     1. your boss is angry.
     2. a co-worker is angry or seems unfriendly.

5. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
   - a. Given the following situation on the job, students can select from various alternatives the most appropriate action.
     3. being unable to carry out a given task.
     4. negative feedback from supervisor or co-worker

5. something goes wrong on the job.

b. Students can give examples of situations when it is appropriate to interrupt a co-worker or supervisor.

6. Competency 6: Students understand importance of taking responsibility for their own and others' safety on the job.

a. Given simple pictures of worksites, students can identify safety hazards.
b. Given a dangeous situation, student can identify an appropriate action to be taken.

II. LESSON CLARIFICATION

A. Rationale

1. As stated in the previous lesson, working in the food service industry is commonly where refugees find their first U.S. job. The food service industry has grown rapidly during the past few years in the U.S. and there are often jobs available in restaurants which require minimal English and few skills.

2. The purpose of this lesson is to further familiarize the students with the various work roles, skills and English needed in this simulation. The students will be able to apply previously learned English, Basic Skills and cultural information to the new tasks. This lesson is most effective with customers who speak good English (perhaps classroom supervisors, other teachers or English speaking guests).

B. Learning Outcomes;

1. This simulation serves as a review for many concepts introduced in earlier lessons. Thus, the outcomes of this lesson are very general: students gain more understanding of what it may be like to work in a restaurant, improve English, and practice skills required for food service jobs.

III. MATERIALS

A. Required Materials, Equipment and Supplies

1. Kitchen: Two stoves and extension cords.
Two frying pans, spatulas, silverware sets, egg beaters, measuring spoons, measuring cups, pints, and quarts, aprons, scales, mixing bowls, drinking pitchers.
One thermos, one container for ice.
Cans of Milo, Klim, sugar, flour, margarine, jar of orange drink concentrate, coffee, eggs, baking powder, pre-sliced bread, fresh milk. One bucket of drinking water.

2. Dishwashing area: One tray for plates and silverware.
Two buckets of water, one Mama lemon soap (liquid dishwashing soap), four dishclothes and towels, two aprons, one trash can, mop, broom and dust pan.

3. Dining Area: Three tablecloths, ashtrays, cruet sets, 6 jars of jam, 3 jars of syrup, napkins, 12 plates, glasses, cups and saucers, sets of silverware, 3 aprons for busboys, 3 serving trays.

IV. PROCEDURE

A. Preparation and Training (20 min. Native Language)

1. Review the various job reponsibilities briefly. Assign a job to each student. The teacher and translator should be the managers. There should be three tables prepared for customers. Divide the workers as follows:

   a. two or three waiters
   b. two or three busboys (one for each table)
   c. two or three cooks: one for drinks and at least one for cooking
   d. one or two dishwashers
   e. one cashier

   Assignments of course, will depend on class attendance for the day.

2. Have the workers organize their working areas.
   a. The waiters/waitresses and busboys must set the tables properly.
   b. The cooks must organize their stoves and cooking utensils.
   c. The dishwasher must organize the plates, glasses and silverware for the busboys and the cooking utensils for the cooks.
   d. The dishwashing area should be near the kitchen (cooking area). The clean plates, glasses and silverware must be organized neatly so that the waiter/waitresses and busboys can locate them easily. The prepared orders should be put on a table for the waitresses to pick up for serving.
   e. The cashier should be placed near the exit.

3. If there is time before the customers enter, review the English needed for the waiter/ waitress and cashier roles. Remind them to try and to be polite and to smile at the customers.

B. Simulation (80 min. English)

1. Customers should begin to come to the restaurant approximately one-half hour after the lesson begins. If possible, try to arrange for good English speakers as customers. Limit the number of customers arriving to match the capability of the class. If the restaurant gets too crowded, the students may become confused and discouraged; the teacher will not be able to control the simulation. Each table should have four place settings; the maximum capacity of the restaurant is twelve.

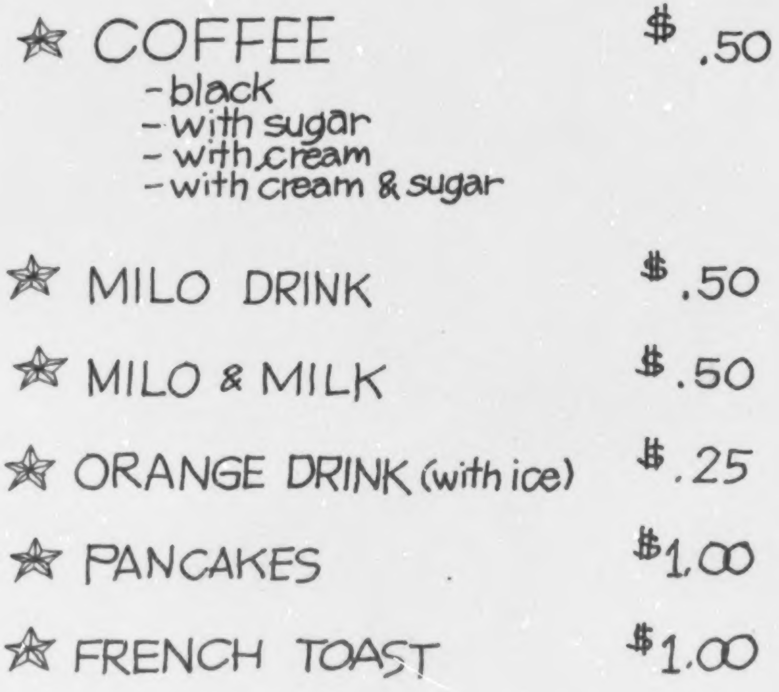
2. The sequence for each customer, or group of customers, for the simulation should proceeed like this:
   a. Busboys set their tables under the supervision of the waiter.
   b. Customers enter, the waiter greets them, gives them a menu and takes their orders.
   c. Waiter takes the customer's order to the cook.
   d. Cook prepares the orders and tells the writer when the orders are ready.
   e. Waiter takes the prepared orders to the customers.
   f. Customers ask the waiter for their checks.
   g. Customers pay the cashier.
   h. Busboys clear the table, take the dishes to the dishwasher, clean and set the table for the next customer.
   i. Dishwashers wash, rinse, and dry the dishes, then stack them neatly near the cook.

3. As the restaurant manager you need to check the work of your employees. This offers an opportunity to encourage students to practice not only the English in this lesson, but previous lessons as well. The teacher should stress using clarification language, reporting faults, running out of something, safety (particularly when using the stove), and other feedback language. The manager should get angry with his/her employees and should also praise them for doing good work. Because there is a sequence to the simulation, the teacher should try to spend time at each station to check the work and the English being used.

C. Closing

1. Close the restaurant about 20 minutes before class ends. to allow the customers time to finish and the students time to clean up and put things away.

Welcome
to
AMERICANA
Restaurant



☆ COFFEE - black - with sugar - with cream - with cream & sugar	$ .50
☆ MILO DRINK	$ .50
☆ MILO & MILK	$ .50
☆ ORANGE DRINK (with ice)	$ .25
☆ PANCAKES	$1.00
☆ FRENCH TOAST	$1.00

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738

Orange Drink

3-Tsp Red Man*
2-tbs sugar
1-Cup water

Coffee

2 Tsp coffee
½ Cup hot water
With cream-1 tbs milk
With sugar-1 tbs sugar

Milo Drink

2 tbs. Milo**
1 tbs sugar
½ Cup hot water

Milo + Milk

1 tbs. Milo
1 tbs. milk
1 tbs sugar
½ Cup hot water

* Orange drink mix

** Powdered chocolate drink mix

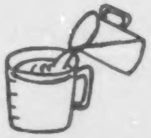
Bernie's Galang Pancakes

Ingredients:

Powdered Milk	Sugar
Water	Baking Powder
Flour	Egg

1. Weigh 3 ounces of powdered milk, put in smallest measuring cup.

2. Fill measuring cup with water to the highest mark



3. Weigh 8 ounces of flour, put in the mixing bowl

4. Add 3 tablespoons of sugar
   and
   3 teaspoons of baking powder

5. Mix flour, sugar and baking powder

6. Pour milk into larger measuring cup

7. Add one egg to the milk and stir well

8. Add egg and milk to the flour, stir well

Stop

Teacher Demonstrates How to Cook Pancakes

A. Add ½ teaspoon of margarine to pan, wait until margarine bubbles.
B. Pour batter until you have a 4 inch circle
C. Wait until lots of bubbles appear in batter
D. Turn over pancake with spatula
E. Eat and enjoy

FRENCH TOAST

1. Beat 2 eggs
2. Add
    - 1/2 cup milk
    - 2 tsp sugar
    - 1/8 tsp cinnamon
    - 1/8 tsp salt
    - 1/8 tsp pepper
    - 1/2 tsp vanilla
3. Mix

4. Dip the bread in the mixture quickly
5. Fry until golden brown

Galang

Extended English as a Second Language

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Galang
Extended English as a
Second Language

Extended English as a Second Language

EXTENDED ENGLISH AS A SECOND LANGUAGE

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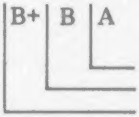
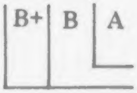
KEY TO SYMBOLS IN EESL

T	Teacher
AT	Assistant Teacher
S	Student
Ss	Students
#	Means "number"
( )	Suggests that words contained within should be used if the situation is appropriate and if students can handle them or gives teacher directions.
⟷	Indicates that mastery of both columns is expected.
{	Indicates that speaker may choose any of the listed utterances.
hammer *tool*	Indicates that the teacher should refer to the vocabulary column headed by the italicized word to find possible choices used in responding.
------	Indicates that each dotted section within a solid block can be taught as a separate unit.
	All conversation which falls within the A block is taught at that level. It is presumed that level A is mastered and reviewed before additional language in block B is addressed; A & B mastered before B+.
	If the B or B+ lines match those in earlier levels, no additional language is addressed in EESL.

TOPIC: SOCIAL LANGUAGE

COMPETENCY: INITIATE AND RESPOND TO SIMPLE GREETINGS

Lesson 1

	SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
A	Hello. How are you? How's life? Fine.	Hi. Fine, thanks. O.K. I'm fine. How 'bout you?			Present tense "to be" Subject pronouns "you and I"		First day of class. Situation may imitate the first day of work. VESL SOCIAL LANGUAGE COMP. 13a
B	How are you doing? How's it going? Fine. O.K.	So-so. Not too bad. How 'bout you?			Too as an intensifier		
B+	What's up? What's happening?	Not much.					

TOPIC: SOCIAL LANGUAGE
COMPETENCY: INTRODUCE SELF AND OTHERS

Lesson 1

B+ / B / A	SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
A	Nice to meet you. My name is Ten. *name* ↔	My name is Mike. *name* Nice to meet you too.		NAME FIRST MIDDLE LAST	Pos. adj. My His Her	Circle drill The class sits in a circle, and one by one introduce themselves and the person next to them.	VESL COMP. 14A, B
A	Her name is Hue. His *name* My I don't know. ↔	What's your name? her his			Present tense "to be"		Americans expect you to introduce yourself. Don't wait for someone to introduce you; that day may never come.
A	Nice to meet you. ↔	Ten, this is Hue, my supervisor. *name* *name* *relationship*	*relationship* friend brother sister husband wife mother father uncle aunt		Sub. pro. I / You	List various relationships on cards. Have Ss introduce each other. Students put their name on "Hello, my name is" cards.	
B+			*relationship* supervisor classmate cousin son daughter niece nephew				

TOPIC: SOCIAL LANGUAGE

COMPETENCY: CONVERSE IN SIMPLE LANGUAGE ABOUT FAMILY, NATIONALITY

Lesson 1

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A I'm 25 (years old). *age*	How old is s/he?		AGE Yrs.		Students interview each other.	VESL COMP' 16A, B
S/he's 25 (years old). *age*	How old are you?					
Yes, s/he is.	S/he's 25 years old, *age* isn't s/he?			Positive tag?	Write autobiographies.	
B+ B A Yes. No, I'm single.	Are you married?		MARRIED SINGLE	Y/N question		
Yes. No, S/he's not.	Is s/he married?		SPOUSE			
No, S/he's not.	S/he's not married, is s/he?		MARITAL STATUS	Negative tag?		
A No, I don't. Yes, I do. 3 *#*	Do you have children? *family member* How many?	children	CHILDREN	Present tense "to have" Y/N question Do insertion ANY		Basic Skill: "Batteries & Bulbs" Do you have any bulbs? batteries razor knives wires small/big

TOPIC: SOCIAL LANGUAGE
COMPETENCY: CONVERSE IN SIMPLE LANGUAGE ABOUT FAMILY, NATIONALITY – Continuation

Lesson 1

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A I'm from Vietnam. *country* ↔	Where are you from?		PLACE OF BIRTH		Ss match autobiography to person. (Save for near the end of class)	May also include nationality. VESL COMP. 13B
S/he's from Vietnam *country* ↔	Where is s/he from?			Positive & Negative tags.		
Yes, S/he is. No, S/he isn't. ↔	S/he's from Vietnam, *country* isn't s/he?					
B+ B A Bye. ↔	See you later. *time period*	*time period* tomorrow this afternoon		time phrases		
O.K. Fine. Bye. ↔	Catch you later. *time period*					

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TOPIC: EMPLOYMENT
COMPETENCY: DESCRIBE WORK EXPERIENCE

Lesson 2

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A I was a farmer. *occupation* I didn't have a job. I was a student. *occupation*	What was your job in Vietnam?	(own occupation or situation)		Past Tense "To be"		The following situation might take place: – between 2 friends – between a refugee and a job counselor. – between a refugee and a sponsor. – between a refugee and potential employee. Each student must know and be able to pronounce his/her own information. Examples might be: – on a boat – on a farm – in an office – in a school – in a store – in a _____ shop – in a restaurant Basic Skills "Batteries & Bulb" bright or dim. The same or different good or bad big or small "Check it!"
On a farm. *place*	Where did you work?	(own a place of employment)		Where		
I grew rice. *duties*	What did you do (in Vietnam?)	(own duties)		What		
For 13 years. *#*	How long were you a farmer? *occupation*			How long		
From 1965-1978. *years*	When was that?			When		
I was a farmer. *occupation*	Were you a farmer or a *occupation* fishermen? *occupation*					

TOPIC: EMPLOYMENT
COMPETENCY: DESCRIBE WORK EXPERIENCE — Continuation

Lesson 2

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		No, I wasn't. Yes, I was.	You were'nt a farmer, occupation were you? You were, a fisherman, occupation weren't you?			Tag questions Y/N Questions		

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TOPIC: EMPLOYMENT
COMPETENCY: DESCRIBE WORK EXPERIENCE – Continuation

Lesson 2

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A						
Yes. No, but I can cook. skill	Can you sew? skill	(Own Skill)		Sub. pro.- I/he/she Can't + verb Y/N	Write a list of Ss' skills on large paper and post it.	Examples of students own skills might include: — sew — cook — fix nets — drive a tractor — use a sewing machine — fix engines Elaborate on Students' skills Ex: Basic Skills activities practiced during the first week, e.g., cut measure strip connect turn on/off check Many Americans are either immigrants or descendants of recent immigrants and are sympathetic towards people who are trying to learn english. They are also impressed by multi-linguals.
I can fix nets. skill	What can you do?			What		
Yes. No. A little.	Can you speak Chinese? language					
Vietnamese. language	What language can you speak?					
Vietnamese. language (A little) French. language No, I can't.	Can you speak any other language?			Can't		
(Student's own opinion)	Is your English difficult for you?			Too/not too		

TOPIC: EMPLOYMENT
COMPETENCY: DESCRIBE EDUCATIONAL BACKGROUND

Lesson 2

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A Sure. I'd rathe work on a farm.	Would you like to work in a factory? *location*	*location* in a factory an office on a farm boat outside inside		rather	This full horizontal section goes at bottom of next page.	
B+	B	A Yes, I did. No, I didn't. But I went to school in a refugee camp.	Did you go to school in Vietnam?			Past tense Go/Study Y/N		
		3 months. *time period*	How long did you go to school in Vietnam?			How long		
		I studied in a refugee camp. *place of study*	Where did you study English?			Where		Use daily activities to emphasize the grammar: Where did you go this morning? When did you go to *ICM?*
		Yes. No.	Did you finish High School?					

TOPIC: EMPLOYMENT
COMPETENCY: RECOGNIZE COMMON ENTRY LEVEL JOBS

Lesson 2

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		I'd like to find a job. I'd like to be a busboy. *common entry level job*	What kind of job would you like?	*common entry level job* a busboy dishwasher waiter waitress laborer gardener farm worker fisherman clerk gas station attendant security guard janitor seamstress an assembler		Modal "would" in contracted form "I'd like" What kind of	Ss match first letter of job to letter on pocket of a large rack. Then, in teams, they sort the "Help wanted" cards. Later, they come to an Employment Office and speak to the secretary. S/he tells S to take a card, and go to the interview.	These are the most common entry level jobs for refugees. Most should be reviewed. CO Lesson: "Employability Profile" introduces common entry level jobs. Basic Skills: Use tools from Basic Skills lesson with "what kind of" "What kind of nail would you like?" (a big one)
		(I'd like to work) in Zone Z. *place*	Where would you like to work?	*place* Zone A Site I ICM PMI P3V		Where	HELP WANTED Jobs on cards. Ss select jobs from a file or list of many jobs and, later, refile the card. Can be number-coded or alphabetical	Simulate an employment selling session. Places listed are agencies or areas in Galang. They are familiar to all the students.
	S/he'd like to be a gardener. *common entry level job* S/he'd like to work in Zone A. *place*		Where would you like to work?					

TOPIC: TRANSPORTATION
COMPETENCY: LOCATE MEANS OF TRANSPORTATION

Lesson 3

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Which bus should I take?	O.K. you should go to ICM. *place* You should take 35 Harbor. *# name*	*place* ICM World Relief Site I PMI	Numbers and number/letter combinations	Should Which ___?	See sample bus schedules. Make a large city map with streets and locations on it. Use vinyl overlays for bus route.	This situation is appropriate after an interview at the local employment office or, it may be asked with a friend or sponsor before going to apply for a job. Both the student and the adviser know where the student is going.
		Where should I get it?	There. *direction*	*place* bank school post office store church *direction* over here there on the corner near the school *place* in front of the school *place* there.				
	Excuse me, I don't have a car. Which bus should I take?		You should take 35 Harbor. # name Across the street from "Sears" *name of place*	*place* "Citizen" bank "Sears"		Imbedded question Preps. of place		Try to use names of places. Basic Skills: Using tools and a bucket, review prepositions of place: in, on, under, in frontof, inbackof, inside.

TOPIC: TRANSPORTATION

COMPETENCY: LOCATE MEANS OF TRANSPORTATION – Continuation

Lesson 3

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		(Excuse me) where's the bus stop? *place*	I think it's over there. *location* I'm sorry, I don't know.	*location* over there on the corner in front of the bank *place* across the street *place* the bank school post office church employment office bus stop K-Mart				Asking directions on the street. Students may have to try several times before getting a satisfactory answer.
	Excuse me, how can I get to the store? *place* Excuse me, where's the bus stop? *place*		Down there. Up there. In front of "K-Mart" *name of place* Across the street from the church. *place*					"K-Mart" is the name of a popular discount department store in the U.S.

TOPIC: TRANSPORTATION
COMPETENCY: LOCATE MEANS OF TRANSPORTATION - CONTINUATION

Lesson 3

SPEAKING		LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B						
	Excuse me, do you know where the bus stop is? *place*	Sure, it's in front of the *location* bank. *place*			Sentence with imbedded question.		Basic Skills: Use tools and buckets to provide realia while asking "Where is the hammer?" *tool* It's over there?" *location* "I think it's over there?"

TOPIC: TRANSPORTATION
COMPETENCY: PURCHASE TRANSPORTATION SERVICES

Lesson 3

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Does this bus go by K-Mart? *place*	Sure, U[illegible]h. Nop[illegible], Uh.			Contrast do and does Prep. 'by'	Students role play bus driver and passenger. The teacher can set up benches to resemble a bus.	Refugees have a real fear of getting stuck on a bus and eventually getting lost. The students can practice language as passenger to passenger or passenger to bus driver.
		How much does it cost?	50¢ *amount*					
		Do you have any change? A dollar. *amount*	No. Nope. Uh. Uh. Sure, what do you have? Here's your change.					
		Where do I get off?	I'll show you, sit here. At the church. *place*	*place* store bank church post office employment office (name of a place, e.g., K-Mart)				
	Can you show me where I get off?		Uh. huh. Sit here.			Complex sentence with embedded question		If the students say "Can you show me where I get off?", most Americans will understand.

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TOPIC: TRANSPORTATION
EMERGENCY: RESPOND TO SIMPLE QUESTIONS ABOUT DESTINATION
Lesson 3

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		(I'm going) to the bank. *place*	Where you are going?	*place* bank store hospital lounge cafeteria restroom hallway personnel office K-Mart	LOUNGE CAFETERIA RESTROOM	Present continuous tense	Different places can be marked out on the floor with arrows directing traffic. Ss are stopped and asked the question.	Move from the known to the unknown. Use the place names in the bus simulation first. The rest of the lesson is review of some factory terms used in CO lesson "Working in the U.S." The last term "to work" is a tie in to the next lesson. It can be substituted by the name of a company.
	S/he's going to the bank. *place*		Where's s/he going?			he's she's	Students at this level can be doing more written or reading activities.	

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TOPIC: EMPLOYMENT
COMPETENCY: FILLING OUT FORMS

Lesson 4
M.L. FORMS

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A Hue Tran. *name*	Name?		NAME	Capitalization and punctuation on forms	Teacher should provide class with sample applications.	Americans may be unfamiliar with SEA names; and pronunciation. Say it clearly.
Tran. *name* Hue. *name*	First name? Last name?		FIRST NAME LAST			
761 Broad St. Boston *U.S. address*	Address?		ADDRESS			
(Student spells name and address)	Can you spell that?					
25 *age*	Age?					
Buu *name*	Middle name?					MONTH, DAY, YEAR
B. *initial*	Middle initial?		M.I.			
B+ B A March 1, 1958. *date of birth*	Date of birth?		AGE DATE OF BIRTH			
Married. Single.	Married? Single?		MARRIED SINGLE circle check			
			MARITAL STATUS DIVORCED WIDOWED cross-out underline		Teacher should play the role of an unconcerned clerk.	

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TOPIC: EMPLOYMENT
COMPETENCY: FILLING OUT FORMS – Continuation

Lesson 4

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
					SEX MALE FEMALE M. F.		Circle or check one	"Sex" is only a sight word.
					MISS MR. MRS.		Print own title.	
		037-38-4204 *S.S. #*	Social Security Number?		SOC. SEC. SIGNATURE X ________		Teacher should provide Soc. Sec. cards and I-94.	
		Vietnamese. *nationality*	Nationality?		NATIONALITY		Print	
		Saigon, Vietnam. *birthplace*	Place of birth?		PLACE OF BIRTH			
		A-23-438-27 *ID*	Alien Registration number?		ALIEN REGISTRATION NUMBER			
		6 *#*	Number of dependents?		DEPENDENTS			Number of dependents is important for tax purposes.
					CIRCLE HIGHEST GRADE COMPLETED			

TOPIC: EMPLOYMENT

COMPETENCY: GIVE RELEVANT INFORMATION WHEN APPLYING FOR A JOB

Lesson 4

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Sure. (Students hand over 1-94 and Social Security cards)	Are you allowed to work?		SOC. SEC.		Students should have sample 1-94 and social security cards. Use sample work schedules. Ask questions about the schedule. "When do you work?" "How long do you work?"	Job interview in the U.S. Americans will expect them to say "Yes" but students may qualify that with comments about the weather or family situation.
		For 3 months. *amount of time*	How long have you been living here?					
		Yes, I do. No, I don't.	Do you have a car?					
		I can take the bus. *transportation.*	How can you come to work?	*transportation* bus train subway				
			Can you work mornings? *time frame*	*time frame* weekends mornings afternoons evenings		Time words and phrases "this ____ "		
				time frame first shift second shift third shift overtime Saturday mornings Day shift Swing shift Graveyard shift		Ordinal numbers		7:00 — 3:00 3:00 — 11:00 approximate 11:00 — 7:00 Many companies have compulsory overtime. CO lesson; "Working in the U.S."

TOPIC: EMPLOYMENT
COMPETENCY: GIVE RELEVANT INFORMATION: GETTING INFORMATION ABOUT JOB

Lesson 4

	SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A	Monday. day Fine.	When can you start? How 'bout Thursday? day	Days of the week Tomorrow	DAY Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Tomorrow			CO Lesson: "Rules, Policies, and Procedures"
	Next Monday.	When can you start?	next		Time phrase		
B+ B A	What's the pay?	3.35 per hour. amount			What		$3.35 is the current minimum wage.
	What are the hours?	8 to 5 and 4 hour(s) # # # overtime a week.					Overtime is equal to 1½ times salary for work over 40 hrs. Sundays and Holidays = 2 times salary, except places where you are required to work on Sundays and Holidays
	What are the benefits?	One week paid vacation 5 days sick leave. # All paid holidays. Medical insurance.					Some companies have mandatory overtime written into their schedules.
	Excuse me, what is "Blue Cross" medical insurance?	(Explanation of "Blue Cross Medical Insurance.)					

TOPIC: EMPLOYMENT

COMPETENCY: REPORT SICKNESS, ABSENCE, AND LATENESS

Lesson 4

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
			Hello?				Use telephones in class. Teletrainers are available from Ma Bel.	On telephone. Most businesses have someone in the office early enough in the morning to answer the phone. "Can you hold" is a quite common response. Music is usually played while you wait.
		Hello, this is Ten. Tran. *name*						
		May I speak to Can Frank? *supervisor*	Just a minute. Can you hold?					
			This is Frank (speaking) *supervisor* Sorry, he's not here. Can I take the message?			Future using "gonna be" Contrast "I am" "I'm gonna be"	Situations can be placed on cards and given to class. Mike Late Sick 9:30	CO lesson: "Working in the U.S."
		Yes, I'm gonna be late today.						
			What's wrong?					
		I'm sick. *excuse*						
			When can you come to work?					
		at 9:00 *time*						
			O.K.					
		See you later.						

TOPIC: EMPLOYMENT

COMPETENCY: REPORT SICKNESS, ABSENCE, AND LATENESS —Continuation

Lesson 4

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A I'm gonna be late today. I'm sick. *excuse* At 9:00 *time* Thanks.	When can you come in? O.K., I'm gonna tell him/her.	*excuse* I'm sick. My car broke down. I missed the bus.		"gonna be"	Role play. One student is the secretary, another calls. Situations can be put on cards.	
		I'm gonna come in at 9:00. *time*	*You are speaking to an automatic telephone answering machine. At the sound of the tone, please leave your name, phone number, and a brief message.					*Sometimes, calls are received by answering machines. Use the same machine message used in "Securing repairs" Name, Phone #, message.
B+	B	A Frank, I'm gonna *supervisor* be absent today. I'm sick. *excuse* Yes. No, Friday *day*	What's wrong? Can you come to work tomorrow? O.K.	*excuse* My daughter's sick. son's baby's I'm My mother died. father uncle aunt brother sister cousin baby I missed the bus. My car broke down.				"Out" is more common, but "Absent" is familiar to "A" level.

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TOPIC: EMPLOYMENT

COMPETENCY: REPORT SICKNESS, ABSENCE, AND LATENESS – Continuation

Lesson 4

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A						
	Frank's not here. *name*	Message		Why Because	Take a message.	
My name is Ten Tran. *name*	Can I take a message?			Past tense	Why were you absent yesterday?	"absent" or "out"
I'm gonna be absent today.					Because I was sick.	Out is preferable, but may be confusing.
I'm sick. *excuse*						
	Can you come to work tomorrow? *time frame*	*time frame* tomorrow on Monday *day* next week		Review Future tense		
Yes. No, Friday. *time frame*	O.K.					
Thank you.						
I can't come to work today. I'm sick. *excuse* I'm gonna come in tomorrow. *time frame*	[Answering machine]					Answering machine Name, Phone # Brief message.

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TOPIC: TRANSPORTATION
COMPETENCY: ASK FOR A RIDE HOME IN AN EMERGENCY

Lesson 5

B+ / B / A	SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
A	Hue, can you give *name* me a ride?		*location* the gas station the hospital bank park "K-Mart" Central High School Broad Street	HOSPITAL EMERGENCY ROOM ST.	Want to Have to	These locations are placed on a city map large enough for the whole class to see.	Student is talking to an American friend of a teacher. It can take a place at school, at work, or at home.
		What's the problem?					
	My baby is sick. *family member*						
		Where do you want to go?					
	(I have to go) to Broad Street. *location*						
		Where's that?					
	Near K-Mart. *location*						
		Okay, wait a minute.					
B	Hue, my car is *name* broken, can you give me a ride home? *location*	Okay, wait a minute.	*location* Post Rd. Elm Ave. to the emergency room home	RD. AVE. EMERGENCY			Students request to be taken to an appropriate facility.
B+	I missed the bus. I ran out of gas. (Any appropriate situation)	I'll help you. I can't help you.				B+ level can expand on this lesson. Reading passages (with have to, want to) can be used.	

TOPIC: TRANSPORTATION
COMPETENCY: GIVE DIRECTIONS/FOLLOW DIRECTIONS

Lesson 5

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Go straight. Turn right/left. Bear right/left. Turn right/left at the next corner. ↔	How do I get to your house? *place*	*place* your house the drugstore gas station hospital clinic post office name of a market, e.g., (Safeway)	HOSPITAL CLINIC POST OFFICE BUS STATION DRUG STORE	Commands	One S is the driver another is the passenger. They sit together on a bench. Only the passenger knows the route to the destination. They use a map.	Directions are given in the car on the way home.
		Here. Over there. ↔	Where?			Where		
		Yes, thank you. ↔	Is this it? No problem.					
	First turn right/left. at the intersection. *location* ↔		How do I get to your house? *place*	*location* intersection stop light		Two-step instructions First/Then		
First go straight for three blocks. Then turn right/left After that, go straight. ↔			How do I get to the hospital? *place*			Three-step instructions first then after that		

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TOPIC: HOUSING

COMPETENCY: SECURE HOUSEHOLD REPAIRS

Lesson 6

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A May I speak to Mr. Garcia? *landlord* This is Hue Tran. *name* My phone # is ____ # My stove is broken. *house part/ appliance*	Hello? Speaking. S/he's not here. Can I take a message? *You are speaking to an automatic answering machine. At the sound of the tone, Please leave your name, phone number and a brief message.	*house part/ appliance* window roof faucet toilet sink stove refrigerator			Use phone book to look up landlord's number. Role play. Use tape to simulate answering machine.	This is between a landlord and tenant. Refugees not being able to get repairs is a big problem. They may have to call several times before they reach the landlord. *Refugees will face the answering machine at some time. They have 20 seconds to reply. You may want to give them a little more time.
I don't have any water. *utility*	What's the matter?	*utility* heat gas water electric		Any, some, A little, A lot of, Not enough		CO lesson: "Applying Pre-ET in the Home": the faucet leaks the toilet is broken the wire is frayed the hinge is loose.
My roof leaks. *house problem*	What's wrong?	*house problem* roof shower sink faucet plumbing		Review Present tense structures		

TOPIC: HOUSING

COMPETENCY: SECURE HOUSEHOLD REPAIRS –Continuation

Lesson 6

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		When can you fix it?	Is $\underset{\text{day}}{\underline{\text{Monday}}}$ at $\underset{\text{time}}{\underline{\text{3:00}}}$ okay?				Ss should record time and day on an appointment card.	
		Sure. I'm sorry. I have to work. How 'bout $\underset{\text{day}}{\underline{\text{Monday}}}$ at $\underset{\text{time}}{\underline{\text{5:00}}}$?	Okay. I'll see you	Sure				
		797					Let the students play all three roles: landlord, tenant, and message taker. Have the landlord call back.	798

TOPIC: EMPLOYMENT ON-THE-JOB

COMPETENCY: READ COMMON SAFETY AND WARNING SIGNS AT THE WORKSITE

Lesson 7

SPEAKING		LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
A	Watch out. Be careful. No problem. ↔	Thank you.		DANGER POISON TOXIC DO NOT ENTER EXIT		This lesson must be very activity-oriented. Signs resembling real warning signs should be made for each sight word.	This lesson is a follow up of CO Lesson "Safety at Work and in the Home" You should move from dangerous situations in the home to dangerous situations in the worksite. Check ENGLISH THAT WORKS flashcards for examples. Others include: — Overloaded extension cord [DANGER] — Household cleaners — A worn wire or plug [POISON] [DANGER] [HIGH VOLTAGE] — Hair spray and smoking [NO SMOKING] [FLAMMABLE]
B				FIRE EXIT FLAMMABLE NO ADMITTANCE CAUTION			
B+	Don't mention it.	Thanks.		HAZARDOUS MATERIALS KEEP CLEAR			

TOPIC: SOCIAL LANGUAGE
COMPETENCY: CONVERSE WITH CO-WORKERS

Lesson 8

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		O.K. Sure. In a minute.	O.K., let's take a break. *activity*	*activity* take a break go to lunch go home call it quits	(Read time)		This part of the Social Language lesson can be placed in an appropriate place. Before lunch or during break time. Use a vending machine complete with "out of order" sign.	On the job. Between either two co-workers or a co-worker and a supervisor. Relationships with co-workers improve if refugees make an effort to make friends. CO Lesson: "Working in the U.S." Break time, Cafeteria, restroom, lounge, hallway, outside "Communication & Establishing Rapport"
		Sure. Thanks. ↔	Would you like a coffee? *drink*	*drink* a coke coffee tea soda		"Would like" followed by a noun or noun phrase Y/N? What		
B+	B	A						This conversation takes place in the lounge. Basic Skills lesson: "Mixed drinks" Use how many/much with measures.
		4 *#*	How many people are in your family?					
		Yes. No, my wife is in Vietnam. *family member*	Do they live with you?					
		3 months. *time period*	How long have you been living here?					

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TOPIC: SOCIAL LANGUAGE
COMPETENCY: CONVERSE WITH CO-WORKERS – Continuation

Lesson 8

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Sure. Not too much. Not really.	Do you like to go dancing? *activity* Would you like to go shopping. *activity* with me?	*activity* go swimming fishing shopping dancing		“Go ___ ing” Future using “gonna” “gonna go ___ ing” Obj. Pro. Me/Us Contrast “do/would”		*gonna is the more common spoken form of “going to”
		I’m gonna watch TV. *activity* Nothing, how ’bout you? Sure. I’m sorry. I can’t. (Explanation)	What are you gonna do tomorrow? *time period* I’m gonna go fishing. Would you like to come? Why not?	*activity* watch T.V. *time period* tomorrow this weekend this afternoon next Sunday on Friday		Review Time Phrases “This/next”	To lead into the next lesson, use a “No” “Why not” sequence. This can be followed by “I feel sick”.	CO Lesson: “Communication: Establishing Rapport” Formal invitations are rare. Refugees have to recognize invitations in informal form. The teacher should feel free to continue with: Do you like your job? What do you do? Would you like to come to my house? Do you like to eat Vietnamese food? etc.

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TOPIC: HEALTH
COMPETENCY: EXPLAIN MEDICAL PROBLEMS

Lesson 9

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		I feel sick. *adj.*	How do you feel?	*adjective* good bad tired hot cold sick dizzy				These exchanges may occur between two friends, between a doctor and a patient or an employee and a supervisor.
		Yes/No. A little.	Do you feel very sick? *intensifier/adj.*	*intensifier* really very not too a little				
	Yes/No. A little.		Do you feel very sick? *intensifier/adj.*	*adjective* depressed terrible nervous weak nauseous				
	O.K. Not too bad. The same. A little weak. *adj.*		How did you feel this morning? *time frame*	*time frame* this morning afternoon last night		Past tense time words		

TOPIC: HEALTH
COMPETENCY: EXPLAIN MEDICAL PROBLEMS — Continuation

Lesson 9

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B- B A						
My back hurts *body part* (really bad). *intensifier*	What's the matter?	*body part* back neck shoulder knee chest elbow *intensifier* bad really bad				T may use this opportunity to review other body parts.
Yes/No.	Do you have a headache? *symptoms*					American doctors use series of questions to diagnose an illness.
I have a fever. *symptom* For 2 days. *time frame*	How long (have you had it)?	*symptom* an earache a backache morning sickness *time frame* 5 days # 4 hours # a couple of days				

TOPIC: HEALTH

COMPETENCY: EXPLAIN MEDICAL PROBLEMS — CONTINUATION

Lesson 9

SPEAKING		LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B						
	S/he has a fever. *symptom* His back hurts. *body part* S/he feels hot. *adj.*		*adjectives* good bad tired hot cold sick dizzy depressed terrible weak nauseous			Allow one student to translate for another.	A student may have to translate for a friend or child.

TOPIC: HOUSING
COMPETENCY: DESCRIBE HOUSING NEEDS

Lesson 10

SPEAKING		LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A	I'm looking for an apartment. *type of housing* 3 *number*	How many rooms do you want? would you like?	*type of housing* apartment house room	BULLETIN BOARD 1(ST) FLOOR FOR RENT	Present continuous "looking for" Other two word verbs go to take. . .apart put. . . together pick up put down	Use Basic Skill tools and already assembled products to demonstrate.	Situation takes place at work, between co-workers, utilities usually means: -gas -heat -water (hot water) -electricity but it may include any combination of the 4 (e.g., heat and water only). Information about jobs, things for sale, and apartments for rent are put on the bulletin board. T. should use samples of both bulletine boards and newspapers.
	I'm looking for a 5-room apartment. # *type of housing*			PARKING FURNISHED UNFURNISHED UTILITIES INCLUDED		The language contrast command with the present continuous forms: "What are you doing?"	
	I'm looking for a 5-room apartment. # *type of housing*	Did you look on the bulletin board yet? *place of advertisement*	*place of ad* on the bulletin board in the newspaper.	LEASE NO PETS CARPETED ON BUS LINES	Contrast of present cont./and past Yet/Already	CC Lesson: "Quality control; Accuracy & Measurement" pair, dozen, gross, set T. can bring some newspapers to class.	YET is used with questions and negative statements; ALREADY with positive statements.

TOPIC: HOUSING
COMPETENCY: DESCRIBE HOUSING NEEDS — Continuation

Lesson 10

SPEAKING		LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B Can you take a $50.00 deposit? *amount*	O.K.					
	No, s/he doesn't.	Does s/he have any children?			ANY		
	3 # (1 boy and 2 girls).						

TOPIC: HOUSING

COMPETENCY: MAKING AN APPOINTMENT TO SEE AN APARTMENT

Lesson 10

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A Hello. Do you have an apartment for rent? *type of housing* (O.K., thank you).	Hello. Yes, I do. I'm sorry, it's taken.	*type of housing* a house an apartment a room		Review question forms in various tenses		On the phone between landlord and possible tenant. This phone call is prior to a visit to see the apartment.
I'd like to make an appointment to see the apartment *type of housing* How 'bout tonight *time of day* at 8:00? *time* Fine. O.K.	When can you come? O.K. Fine. I'm sorry, How 'bout tonight at 7:00? *time of day* *time*	*time of day* tonight tomorrow this afternoon Read time			Write down time and address on appointment cards.	
Where is the apartment?	(It's) on 5th Ave. *street or avenue* off __________. near __________.		STREET AVENUE	Prep. relating to addresses	Use a map complete with streeet directory and letter to find the location of the apartment.	
Can you tell where the apartment is? it	(Any multiple-step direction).			Sentences with imbedded question.		

TOPIC: HOUSING

COMPETENCY: RENTING AN APARTMENT

Lesson 10

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Hello. My name is Hue. *name* (Shake Hands) Do you have an apartment for rent? *type of housing*	Nice to meet you. My name is Chuck. *name* Yes, come in.		ADDRESSES	Review introductions.	Role play. Make it complete with ringing doorbell, knocking, shaking hands and looking around.	Between landlord and possible tenant.
	I called about an apartment. *type of housing*		Yes, please come in.					
I called earlier *time frame* about an apartment *type of housing* Yes, thank you.			Would you like to come in?	*time frame* earlier an hour ago two hours ago				

TOPIC: HOUSING
COMPETENCY: DESCRIBE HOUSING NEEDS

Lesson 10

SPEAKING				LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A	Yes/No.	Do you have any children?			Any/some Don't . . . any		
			4. #	How many?					
			Yes, I have 4 # children.	Do you have children?					The landlord might also ask how old the children are; small children break things.
	B		3 girls and 1 boy. # #	How many?			Nouns in series		
			6. # My wife, and I and *family member.* 4 children. #	How many people will live here?					The landlord may not think that it is possible for 6 people to live in his/her apartment.
	B	A	A B C Company *work place*	Where do you work?					"Utilities include" may be gas and electricity only, heat and not water only, etc.
				The rent is $300.00 a month *amount* No utilities. I need a $200.00 security deposit and one month's rent. *amount*					*Security deposit* is a sum of money that is used to repair damages made by the tenant. A deposit is usually 10% of the amount; non-refundable until after tenant moves to a new location.

TOPIC: EMPLOYMENT

COMPETENCY: FOLLOW DIRECTIONS ON THE JOB. (ORIENTATION TO WORKSITE)

Lesson 11

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Where's that?	Go to the supply room. *location* Over there/here. Down there. Turn right/left.	*location* the Supply Room the Assembly Area Quality Control Office the Nurse's Office the Supervisor's Office the Personnel Office *place* the time clock the lounge the rest rooms	ENTRANCE EXIT LOADING PARKING VISITORS DEPT. ____ number FIRST AID NURSE YOU ARE HERE	Commands Direction words	Teacher uses a factory floor plan which has no rooms labeled. In each room there is a card with the room's name on it, but the cards are turned over. The student's game piece is placed in the factory. S/he is then told where to go. If s/he knows where to go, fine. But if not, s/he must ask. The names of the rooms are thus "discovered".	This takes place within a large factory. Students have to find their way around the building by asking appropriate questions. This is only the second time they have been confronted with those words. Take it slowly! This lesson must follow CO lesson: "Working in a factory", but can precede "Small Factory Simulation" and Basic Skills lesson: "Mapping the classroom". 822
		Excuse me, where's the Personnel Office? *place/location*	Right there. here. Across the hall. Near the supply room. *place/location*					
	Excuse me, can you tell me where the cafeteria is? *location/place* 821		Down the hall. Through that those door(s). In the back of the front building. Go down there and turn right. *(multiple-step directions)*	*place* loading dock the cafeteria		Imbedded question sequence Then After that		

TOPIC: EMPLOYMENT

COMPETENCY: FOLLOW DIRECTIONS ON THE JOB — Continuation

Lesson 11

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A Where ('s) that? What	Put the box in the *object* supply room. *location* over there.	*object* box nail razor knife elbow tee screwdriver PVC pipes light bulbs screws drill bit C-clamp thermometer faucet		Commands	Continue with this after the Ss learn the names of the rooms. Again, Ss move a game piece around the board. This factory floor plan can also be used as a review activity. Different instructions (relating to what is done in the room) are placed in each room. The S must stop to converse with the workers in the room his/her game piece stops in front of. This can be set up like a monopoly board with a hallway through the middle.	T should give a negative response if S goes to wrong room or gets wrong object. Do not force them to ask the questions if they know what to get and where to go.
Get what?	Go to the supply room. *location* and get the PVC pipes *object*					
How many?	Take 3 nails from the *# objects* supply room. *location* 3. #					
I'm going to the supply room. *location*	Where are you going?			Pres. cont. Where?		between co-workers.
Can you give me 5 Tees? *# objects* Thanks.	What can I do for you? Sure.					

TOPIC: HEALTH
COMPETENCY: EMERGENCIES AT WORK

Lesson 12

SPEAKING	LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A I cut my finger. *accident* *body part*	What happened?	*accident* cut burned hurt twisted fell down *body part* see 5.1	NURSE'S OFFICE FIRST AID	Use of "happen" Contrast past tense and pres. tense	Use cards depicting both the injury and the cause. Emphasize lack of safety precautions.	Takes place in the nurse's office. Check CO lesson: "Safety at Work & in the Home" Use this as a review of some CO points and VESL competencies relating to work safety and locations in the worksite. CO note: Temporary Disability Insurance will pay worker's salary if they are injured on the job. Any injury must be reported.
Right here.	Where does it hurt?					
Yes/No. A little.	Does it hurt here?					
In the supply room. *location*	Where did it happen?	*location* In the parking lot Assembly area Supply room Cafeteria Lounge Office On the stairs On my machine				
(Let the students explain any way possible, except translation.)	How did it happen?					The object is communication, not structure.

825

826

TOPIC: HEALTH
COMPETENCY: EMERGENCIES AT WORK — Continuation

Lesson 12

SPEAKING		LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A	(appropriate action)	Let me see the injury. it. It's really bad. *intensifier* It looks really bad. *intensifier* It doesn't look too bad. *intensifier*	*intensifier* really too				Still in the nurse's office. The nurse may want the worker to fill out an insurance form.
	This morning. *time phrase*	When did it happen?	*time phrase* this morning just now 5 minutes ago #		Time phrases Contrast ago/yet		Yet with questions. Ago with statements.
B+ B A	Better. The same. O.K.	How do you feel now? You should go home. go to the hospital. see a doctor.			"should" modal aux. Contrast "should"/ "have to"		
	Can you make an appointment for me? Yes/No. How 'bout today? *time frame*	Is tomorrow O.K.? *time frame*	*time frame* tomorrow today next week Monday *day*				

TOPIC: HEALTH
COMPETENCY: EMERGENCIES AT WORK — Continuation

Lesson 12

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Frank. *name*	Who's your supervisor?					Not all Americans have "American" sounding names. Many are also immigrants.
		615B #	What's your department?		(Alpha-numerical codes)		Let the Ss try to pronounce some of the expats' names. Review letter/number codes.	

TOPIC: HEALTH

COMPETENCY: MAKE APPOINTMENTS BY PHONE OR IN PERSON

Lesson 12

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		I'd like to make an appointment.	Hello, Dr. Lee's office. *name* May I help you?			Possessive form		On the telephone with the receptionist or in person.
		Yes/No.	Did you see the doctor before?					
		Ten Tran. *name*	What's your name?					
		T-E-N T-R-A-N	Can you spell that?				Ss must be able to spell at least their own names clearly.	
		O.K. Fine. I'm sorry, I can't.	Can you come on Tuesday at 3:00? *day* *time*	*day* Monday Tuesday Wednesday Thursday Friday Saturday Sunday				
		O.K.	How about Wednesday at 4:00 *day* *time*					
	I'm sorry. I have to work. How 'bout Tuesday at 4:00 *day* *time*		Okay.			Pres. cont.		832

831

TOPIC: HEALTH

COMPETENCY: MAKE APPOINTMENTS BY PHONE OR IN PERSON — Continuation

Lesson 12

SPEAKING		LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
A	My name is Ten *name* Tran. My phone number is 783-4678. *phone number* I'd like to make an appointment.	You are speaking to an automatic telephone answering machine. At the sound of the tone, please leave your name and a brief message. The doctor will call you when he returns.					Doctors' offices are usually closed on Wednesdays. Some are open on Saturday mornings, but not many. When calling on Wednesdays or Saturdays, you can expect a recorded message. Again, time their responses. It's no more than 30 seconds.
B	I'd like to make an appointment to see the doctor.						
B+	I have a fever. *symptom* My son has a fever. *family member* *symptom*				Review Pos. Adj. Whose?		

TOPIC: HEALTH

COMPETENCY: GET MEDICAL HELP (LOCATE A PLACE WITHIN A BUILDING)

Lesson 12

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Excuse me, where is Dr. Lee's office? *location*	Down the hall. *direction*	*direction* Down the hall Over there Down there On the 4th floor # Next to x-ray *location* Go straight Turn right/left. Room 505 # Upstairs Downstairs	EMERGENCY HOSPITAL AMBULANCE X-RAY PHARMACY INFORMATION ELEVATOR STAIRS			Takes place inside a hospital or clinic. Ss ask the receptionist at the information desk. Ss may have to ask several people for the directions.
	I'm looking for Dr. Lee's office. *location*		Can I help you? It's down the hall. on the right. *(multiple-step directions)*		MATERNITY PEDIATRICS			Ss are given more complicated multiple-step directions.
Excuse me, do you know where Dr. Lee's office is? *location*			It's the 4th # door on the left/right. *(multiple-step directions)*		INTENSIVE CARE			

TOPIC: HEALTH
COMPETENCY: FOLLOW INSTRUCTIONS DURING AN EXAMINATION

Lesson 12

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
			— Say “Aaah” — Open your mouth. — Roll up your sleeve. — Take off your shirt. — Cough — Lie down. — Breath in/out. — Sit up. — Make a fist. — Cross your legs.				T gives commands and demonstrations and students respond.	These instructions would be given by a doctor or a nurse in an examination room.

TOPIC: HEALTH
COMPETENCY: FOLLOW INSTRUCTIONS ABOUT TREATMENT

Lesson 12

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A How much should I many take?	Take 3 tablets *# type of medicine* 3 tablespoons *# unit of measurement* 2 times a day. *# frequency*	*type of medicine* tablets pills tablespoons teaspoons drops capsules *frequency* once twice every 4 # hours	POISON KEEP OUT OF THE REACH OF CHILDREN TSP. TBSP.	How much How many Should		Practice the difference between how much/how many. This situation takes place in a doctor's office or a pharmacy. 3teaspoons = 1 tablespoon
B+	B	A When should I take them? it?	Take them before meals. it *time period* 839	*time period* before meals after meals with meals at bedtime				Students should know teaspoon6tablespoon from Basic Skills lesson: "Mixed drinks" Teacher may expand this lesson by reviewing some of the activities in "mixed drinks". 810

TOPIC: HEALTH
COMPETENCY: FOLLOW INSTRUCTIONS ABOUT TREATMENT — Continuation

Lesson 12

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		How should I take these? this?	With juice. water.			Review Questions o when o how o how many o how much o how often o how long		
		How often should I take these? this?	3 times a day. *frequency*	*frequency* 3 times a day #				
		How long should I take these? this?	For 2 days. *duration*	*duration* days weeks as long as necessary		NO REFILLS I refill		Some prescription are refillable, others are not.
		What should I do now?	Stay in bed. *activity*	*activity* stay in bed drink liquids eat well don't smoke don't drink any alcohol				
He told me to (not to) stay in bed. *activity* 841			What did the doctor tell you to do?			Reported speech		842

TOPIC: TRANSPORTATION
COMPETENCY: HANDLE EMERGENCIES AT THE AIRPORT

Lesson 13

SPEAKING		LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
A	Excuse me, I'm looking for gate B-12? *area*	[Responds with any multiple-step directions]	*areas* Gate B-12 *gate #* Pan-Am-93 *number* 44 A. *seat number*	[GATE #] [FLIGHT #] [SEAT #] [Read Time] [DEPARTS] [ARRIVES] INFORMATION STAIRS TELEPHONE	Imbedded question	Ss read: flight # Destination, gate #, and departure time, then compare this with their ticket. Students should sign their name on a baggage tag. Each S is given a suitcase. Each bag has a baggage tag. Students are also given a baggage tag and must find the match. Also looking for . . . — telephone — restrooms	In an airport. This is during the last week of class. The gate # and Departure time are not on the ticket. The students must get that information from an Arrivals/Departures board.
B	Excuse me, can you tell me where gate B-12 is? *area*						
B+	I'm looking for gate B-12, can you tell me where it is? *area*						

TOPIC: TRANSPORTATION
COMPETENCY: ACT APPROPRIATELY IN AN AIRPLANE

Lesson 13

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		[S. gives ticket]	Ticket, please. (Yours seat's) in the back *seat location*	*seat location* In the back. front. On the right. left. In the center.			Students find their seats by matching their seat # to the # on the ticket.	Boarding airplane.
		[TPR]			NO SMOKING FASTEN YOUR SEAT-BELT			Airplane is taking off or landing.
		Coffee, Please. Cream only. Sugar only. Black. Can I have some juice?	Coffee? Tea? 7-UP? Cream and sugar? Yes, one minute.					

TOPIC: HEALTH
COMPETENCY: REPORT SICKNESS AND REQUEST PERMISSION TO LEAVE

Lesson 14

SPEAKING		LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+ B A	Frank, I feel sick. *supervisor* *adj.* I have a headache. *symptom* Can I go home? *location*	What's the matter?	*adjective* sick hot cold tired bad dizzy *symptom* headache toothache stomach ache fever *location* to the nurse's office home hospital emergency room	NURSE'S OFFICE HOSPITAL EMERGENCY ROOM	Review		In the supervisor's office.
	Frank, I don't feel *supervisor* well. I have a backache. *symptom* Can I go home?	What's wrong? Yes. No.	*symptom* a backache earache the flu a bad cold a really bad cold				

TOPIC: HEALTH
COMPETENCY: REPORT SICKNESS AND REQUEST PERMISSION TO LEAVE Continuation Lesson 14

SPEAKING			LISTENING	VOCAB.	SIGHT WDS.	GRAMMAR	ACTIVITIES	NOTES/SITUATIONS
B+	B	A						
		Thanks, Frank. *supervisor*	Sure. O.K. Remember to punch out.				If possible, use a time clock in class. By this time, they should be well aware of factory procedures. Keep a rack with their time cards in alphabetical order. Have them write the time that they enter and leave. leave.	"Punch out" means to record the time you leave on the time clock. CO Lesson: "Sorting and classifying" "Mailroom Simulation" The emphasis in these lessons is coding. The teacher may want to code the students' time cards and have them put the cards in order.
	Sure.		Take care, ok? Take a rest, ok?					
I'll try. I'm sorry, I can't.			Can you stay until 3:00? *time*					
Yes. No.			Can you finish your job first?					

BATAAN, PHILIPPINES

Refugee Processing Center
Bataan, Philippines

BATAAN, PHILIPPINES

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Refugee Processing Center
Bataan, Philippines

Background

The IESL/CO/PET program in the Philippine Refugee Processing Center (PRPC) in Bataan is conducted by the International Catholic Migration Commission (ICMC). Founded in 1951, ICMC is an international non-profit organization with affiliate offices in 50 countries around the world. ICMC's affiliate in the U.S. is the office of Migration and Refugee Services in the U.S. Catholic Conference which, through the Catholic dioceses, resettles thousands of refugees every year.

The PRPC is the largest of its kind, capable of accommodating 17,200 refugees. A four-hour drive from Manila, the center stretches three and one-half miles along a ridge rising from the South China Sea on the western side of the Bataan Peninsula. It is divided into 10 neighborhoods which house in long wooden barracks approximately 1,700 refugees each. Classes are conducted in the neighborhoods in centralized schoolhouse blocks. Administrative offices, staff housing, and other facilities are located within the center, although some staff members live in the nearby town of Morong.

In March 1980, ICMC began an English language program at the Philippine Refugee Processing Center. Later that year, ICMC was contracted to provide an intensive ESL/CO program to U.S.-bound refugees. This effort was funded by the U.S. Bureau for Refugee Programs Department of State. By March 1982, the cycles were lengthened, class size was reduced, and an integrated ESL/CO curriculum was developed for the lowest level classes. In August 1982, formation of the Pre-employment Training Program began. More than 36,000 refugees have completed the Bataan program since November 1980.

Student Population

Pre-employment Training is delivered to all students at the A and B level. The ethnic make-up of the student population varies from month to month. As of late 1983, it was approximately 50% Cambodian, over 30% Vietnamese and 15% Lao, including a small number of hilltribe refugees.

Curriculum Description

As virtually all activities involved giving/receiving instructions, the language was written as "Instructions" to be presented as cues for the students' physical performance of the task. The instructional language used incorporated much of the required regional language. The remainder of the regional language consisted largely of designated "feedback language" which, as it was agreed at the conference, was not to be tied to specific activities but would be presented throughout the entire curriculum. This language was not written onto the curriculum page, but was seen as a small pool of language which teachers were to elicit from students and practice in every lesson.

The CO content was dealt with in two ways. Major CO presentations were not incorporated in the basic job skill activity lessons. It was thought that incorporation might draw away from the emphasis on skills and language and would not allow for the thorough treatment the CO content warranted. However, teachers are encouraged to address cultural orientation points as they arise in the classroom. This is called "living CO" and is exemplified throughout the day by such behavior as saying "Excuse me" as you pass, having students line up for the bus, having students walk next to a teacher/supervisor instead of 10 steps behind, etc.

Major CO content areas, such as workplace procedures and maintaining good relations on the job, are dealt with in separate lessons called orientation units. These units covered all the designated pre-employment CO points and include many other considered essential in rounding out the pre-employment cultural orientation experience presented to the student. Orientation lessons are designed as role plays to be acted out by teacher and students, then processed and discussed in the native language. The teacher is free to substitute another activity of his/her choice, however, and orientation lessons are being expanded.

PRE-EMPLOYMENT TRAINING CURRICULUM

Development Process

A working group consisting of ten supervisors from the CO and ESL programs was formed in September, 1982. The group task was to write the curriculum for the Pre-employment Training Program and to formulate the draft guidelines for teacher training, teacher selection and logistics.

Pre-employment classes started at the end of November, 1982. The products from the initial working group provided the first lessons for the classroom and were a starting point for Bataan participation in the January, 1983, Regional Conference in Manila on the Pre-employment component. The Manila Conference produced a general curriculum guide for the region which was to serve as a base for the development of site curricula. It stressed basic skills activities.

Scheduling

As mandated, Bataan Pre-employment Training consists of 108 hours of instruction. The curriculum is arranged to conform to the present scheduling pattern. Students in levels A and B study ESL and CO for four and one-half hours per day for 16 weeks. In addition, Pre-employment Training classes are conducted in four weekly segments, interspersed to fit within an overall 20-week program schedule. Level A students attend classes through the Integrated Program which combines both English Language and cultural orientation instruction under one teacher with the help of a refugee interpreter. Level B students follow a concurrent ESL and CO schedule. Students in levels C, D and E also follow a concurrent schedule for four and one-half hours a day.

Organization

The Curriculum is organized along the regional basic job skills competencies. They are grouped into major topic areas, within which individual competencies are ordered as to conceptual complexity. (See the Pre-employment Curriculum Outline) The competencies are taught through a series of activity-based lessons which begin with the simpler competencies in the earlier part of the program and move through more complex competencies in the course of the four weeks of instruction. The competency topic areas are studied concurrently; that is, lessons or units in each topic are included in each of the four weeks. The Course Syllabus provides an overview of the lessons covered in the four-week instructions.

Educational Approach

The primary focus of pre-employment instruction is language rather than basic job skills. Since most of the skills involved are relatively simple, even for A students, teachers emphasize the language practice aspect of basic skill and cultural orientation lessons. This also serves to make an otherwise simple activity more challenging.

In regard to language which accompanies the activities, it is expected that students not only listen and respond to the instructions, but actually give some of the instructions themselves to other students in the course of classroom practice. Student use and production of the language is seen as essential to mastery of it.

Concentrated student practice of the language can occur most effectively in group work. For this reason, it is suggested that, for most of the activity lessons, the class (averaging 18-20 students) be divided into four groups. Materials and procedures are listed with this in mind. Group work increases the amount of active student participation, allowing for more student "contact time" with the language. The teacher, after initial demonstration of the activity and the instructional language involved, orchestrates the lesson so that the students in each group are giving instructions to other students who perform the activities. The step-by-step procedure is something like this:

1. Teacher and Assistant Teacher (AT) demonstrate; students watch and listen.
2. Teacher and Assistant Teacher demonstrate; students repeat instructions and mimic procedure.
3. Teacher instructs an individual student to be a model.
4. The class is divided into groups; teacher instructs one student from each group to be a model.
5. Each of the "model" students instructs the other members of her/his group; then other students take turns doing the same. Teacher and AT circulate to monitor and assist groups.

By following this technique, a smooth transition from a teacher-centered to a student-centered focus is made and student language practice can be maximized.

Methodology

The focus of the lesson is on language; students are to produce as well as respond to instructions. Practice of language takes place in groups within each class and between students or student and teacher. Teachers are free to adjust the lessons according to the level and needs of their individual students and classes as a whole. For major changes, teachers work in conjunction with their supervisors. Variations and minor adjustments are made at the teacher's discretion. Teachers can change activities (except those mandated regionally): creating variations to activities in the curriculum; combining activities; deleting activities; adding their own activities; and/or rearranging the schedule of activities.

Problem Solving Situations

After the students have had some time to practice the activity, problem situations are introduced. The problems listed are examples of those which teachers incorporate into their lessons. Problems may be planned by the teacher and/or assistant teacher or they may occur naturally during the class. The teacher and assistant teacher should take advantage of those unplanned problems to elicit language from the students.

Staffing

The Filipino teaching staff are graduates of Philippine colleges and universities. Most of those who joined the Pre-employment Training Program were experienced teachers in the Intensive ESL/CO and Integrated program. Some newer teachers are beginning their career in education with the pre-employment classes. The majority of the supervisors and program coordinators are American. They are graduates of U.S. colleges and universities and draw heavily on their experiences in the workplace as well as their formal education. Refugees with advanced English skills are trained as Assistant Teachers and assigned to the Pre-employment Training Program.

Teacher Training

The Filipino teaching staff receives at least 10 hours of in-service staff development supervision per week. Training includes teaching methods and techniques, orientation to materials and media, and updates from resettlement agencies and service providers in the U.S. The Filipino teaching staff has had little previous working experience in the U.S. labor market; thus, teaching language and skills related to U.S. jobs is also a new effort. Training therefore focuses on familiarizing teachers with the American workplace, the work relationships that exist and the types of interchanges that might take place. Maximizing classroom language practice and eliciting feedback language are two of the skills most strongly emphasized.

The Role of the Assistant Teacher

The Assistant Teacher (AT) has a variety of roles in the pre-employment class. These include:

- model supervisor
- co-teacher
- teacher aide
- tutor
- translator (for CO lessons)

An additional and vitally important role is that of cultural informant. Because that AT is (almost always) from the same ethnic group as the students, s/he is a catalyst for the teacher to better understand existing differences. The AT informs the teacher of cultural apsects which may affect the class and the learning that takes place.

Because of his/her English language ability, the AT is also a catalyst for learners' insight into the teacher's culture as well as the culture of the U.S.A.

View of the Future

The basic curriculum is complete and is functioning adequately. Changes are planned in the following areas:

Curriculum and Implementation

1) Refine language and activities as they are presently stated.
2) Improve the method of leveling for level B students by providing more challenging language (and perhaps basic skill) activities.
3) Incorporate sample "Communication Loop Language" in the written curriculum.
4) Write new Cultural Orientation Units or expand the present Cultural Orientation content of basic skill activities where needed.
5) Develop a system of student achievement and proficiency assessment.
6) Develop a bank of teacher-created activities.

Teacher Training

1) Re-emphasize the primary focus of the Pre-employment Program as language acquisition rather than the teaching of basic skills.
2) Develop the teaching staff's ability to expand the language practice offered in the lessons.
3) Develop teachers' skills with role plays and other techniques used when presenting the Cultural Orientation lessons.
4) Develop teachers' skills in using a wide variety of ESL teaching techniques.

Program Design

1) Develop a formalized institutional method of feedback from students and AT's.

OUTLINE OF BASIC SKILLS COMPETENCIES, INCLUDING ACTIVITIES AND SCHEDULING

MAIN TOPICS: COUNTING
MEASURING (linear)
MEASURING (weight)
MEASURING (volume)
SORTING/ORGANIZING
FORMS/SCHEDULES
PLANS
PATTERNS
ASSEMBLY

COUNTING

	Competencies	Activities	UNIT	PET Wk.
A.	Correlating numeral and quantity	1. Number/dot flashcards	I [R]	1/2
		2. Domino matching game	I	1
B.	Sequencing numbers	1. Put number cards in order	II[R]	1
		2. Collate papers	II	I
C.	Counting out a given number	1. Spinner game/card game	III	1
		2. Put certain number of buttons in a plastic bag	III	1
		3. Put certain number of screws of 4 different sizes into bags.	[R] III	2
D.	(1) Counting and reporting/ recording	1. Count number of tags in envelope, record number	IV	1
		2. Count number of screws in bags and mark count on bag	[R] IV	2
	(2) Verifying a written count	1. After Act. D(1)1, verify the recorded count	IV	1
		2. Verify count in D(1)2.	[R] IV	2

*Lessons displayed in this manual.

VI. PROCEDURE – ACTIVITY 2: MEASURE WIRE, CAUSING A BULB TO LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
1. T hands out razor knives, electrical wire, 5 rulers. T should assist those who are having trouble measuring or have a S that can measure help those who cannot. Ss should also be reminded to be careful when using the knife.	1. Each S cuts a piece of wire 10 inches long.	1. Measure the wire. Cut it. Strip the ends. Do you understand? What's the problem? Be careful. The razor is sharp. knife	1. { Yes. No. { I can't cut. *verb* It's too short. *adjective* O.K.	VERBS measure cut strip ADJECTIVES long short dull
2. T hands out D-cell batteries and flashlight bulbs. T draws the wiring pattern the Ss have discovered on the blackboard.	2. Ss, given a D-cell battery and a good bulb, are asked to make the bulb light up. Those who can do this right away are asked to try lighting the bulb using a different wiring pattern.	2. Make it light up. Does it work? Check it. Understand?	2. { Yes. No. { Yes. Show me.	

MEASURING (weight)

Competencies	Activities	UNIT	PET Wk.
A. Using a given item as a standard of measure	1. Given a one pound bag of beans, find another bag of the same weight; first, by feel, then by marking on a scale.	I	2
	2. Given a scale with a marked dial, fill bags with beans until the correct weight is reached	I/[R]	2/3
	3. Mark on dial (of scale) weight of a given bag of beans; fill other bags with the same weight of beans.	I	2
B. Making and using a standard of measure	[Under reconsideration]	—	—
C. Using a scale (English System)	1. Weigh out specified weights of beans and mark weight on bags.	II	3
	2. Weigh given objects on a scale and report/record weight in pounds. (worksheet)	II	3
	3. Weigh objects and report/record weight in pounds ounces. (worksheet)	II	3

MEASURING (volume)

Competencies	Activities	UNIT	PET Wk.
A. Using a given item as a standard of measure	1. Distinguish which one of 5 containers of water is filled to a different level.	I	3
	2. Fill a cup to a marked line in measuring water into a bucket; use a spoon to measure detergent. Use solution to wash chairs.	I/[R]	3/4
B. Making and using a standard of measure	(Under reconsideration)	—	—

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C. Using a measuring cup (English System)	1. Use measuring cup to measure water and soap for making cleaning solution.	II	4
	2. Use measuring cup to measure quantities of water in various containers and report/record measurements.	II	4

SORTING AND ORGANIZING

Competencies	Activities	UNIT	PET Wk.
A. Sorting items by given characteristics:			
(1) by color	1. Sort spools of thread according to color by putting them in a rack; then count.	I	1
(2) by shape	1. Sort round and square beads.	I	1
	2. Sort knives, forks and spoons by putting them away in a silverware tray.	I	1
(3) by material	1. Sort plastic, metal cloth, and wooden buttons.	I	1
(4) by size	*1. Sort different sizes of tags by putting them in boxes.	I	1
	*2. Put bags of different-sized tags into boxes marked with a sample; count and record number.	[R] I	2
(5) by quality	1. Sort good flashlight bulbs from defective ones.	I	1
B. Locating, retrieving or placing an item in an organized system.	1. Find and check name on list.	II	2
	2. (a) File papers marked with colored dots into folders marked with corresponding colors.	II	2
	(b) file numbered papers in numbered folders.	II	2
	(c) file papers marked with a letter into folders marked with letters.	II	2

	3. Put slips of paper marked with alphanumeric codes in order.	II/[R]	2/3
	4. Get a requested file folder from within a sequence (number, letter, alphanumeric).	II	2
	5. (a) Put shirts on a rack by letter size (S, M, L).	II	2
	(b) Put shirts on a rack by number size.	II	2
	6. (a) Get a requested key from a peg board. arranged alphanumerically.	III/[R]	3/4
	(b) Replace key in correct location on peg board	III/[R]	3/4
C. Organizing items into a logical arrangement.	1. Arrange different sized nails in a logical order (to easily find a requested size).	IV	4
	2. Arrange numbered keys (101-102—, 201-201—, 301-302--) on rack in ordered way.	IV	4
	*3. Arrange bags of screws, nuts and washers of 4 different sizes on rack.	IV	4

FORMS AND SCHEDULES

Competencies	Activities	UNIT	PET Wk.
A. Using a time card	*1. Use a simplified time card.	I	1
	*2. Punch in and out of class on actual time card and record total daily hours.	II/[R]	2/3
B. Following daily schedule	*1. Refer to posted clean-up schedule for assignments.	I	1
	*2. Refer to posted class schedule to determine time of various activities (e.g. break, clean-up times).	II/[R]	2/3
C. Using forms and charts (1) Stock inventory list	*1. Take inventory of stock used in Act. C3, Sorting and Organizing.	III	4

PLANS

Competencies	Activities	UNIT	PET Wk.
A. Locating given areas on plans (1) Classroom	1. Identify own location on a classroom floorplan and initial location.	I/[R]	1/2
	2. (a) Locate assigned seat by finding initials on classroom floorplan.	I/[R]	1/2
	(b) As (a), but with plan turned around.	I	1
	3. (a) Rearrange furniture in classroom according to revised floorplan.	II	2
	(b) Locate seat in rearranged floorplan by referring to initials.	II	2
(2) building	1. Locate classroom on building floorplan.	III	3
	2. Find given location marked on a building floorplan (e.g. exit, restroom, room numbers).	III	3
(3) site	1. Identify given location on site map. (worksheet)	IV	4

PATTERNS

Competencies	Activities	UNIT	PET Wk.
A. Using a pattern to make an object (and if appropriate, check object for conformity to pattern).	1. Use a stencil to trace initials on cover of notebook.	I	1
	2. Make a cloth napkin.	I	1
	3. Make a T-shirt.	II	2
	4. Use a stencil to make a felt initial to put on pin cushion made in B1.	III	3
	5. Make a diploma count.	IV	4
B. Making and using a pattern	1. Make a pin cushion using a pattern students make from a foam rubber form.	III	3

ASSEMBLY

Competencies	Activities	UNIT	PET Wk.
A. Completing a construction or assembly task by following step-by-step pictures.	1. Select and connect wires to nails on a pegboard in three steps, each shown by a picture.		
	(a) using a pre-cut colored wire and colored illustrations	I	1
	(b) using pre-cut black wire and black and white illustrations.	I	1
	(c) cutting wire to fit.	I	1
	2. Fold a paper cup from a sheet of paper following illustrated instructions.	I	1
	*3. Assemble a clothes rack by following an illustrated instruction sheet.	II	2
	4. Assemble a lamp by following a step-by-step and illustrated instruction sheet.	III	3
B. Completing a construction or assembly task by following a model or sample piece of finished work.			
(1) Without required sequence of steps	*1 (a) duplicate a given wiring pattern shown on a peg board model;	I/[R]	1/2
	(b) duplicate pattern shown by a diagram.	I/[R]	1/2
(2) With required sequence of steps	1. (a) same as (a) above.	II	2
	(b) same as (b) above.	II	2
	2. Make a beaded necklace by following a model.	II	2
C. Completing a construction or assembly task by following demonstrations and oral instructions.			
(1) As an individual	1. S_1 connects wires on board in own design, then gives S_2 directions to produce the same design (see Act. B(2) 1).	II	2
	2. Assemble a wooden doll.	III	3

(2) As part of work team	1. Assemble a lamp from PVC pipe.	IV	4
(3) As part of an assembly line	1. Assemble clothes rack from PVC pipe	III	3
	*2. Pack silverware sets.	IV	4
	3. Assemble a lamp from PVC pipe.	IV	4
	4. Make flowers from ribbon.	IV	4
	5. Make wooden blocks of different shapes and sizes.	IV	4
	6. Make a box from cartolina.	IV	4

BATAAN PRE-EMPLOYMENT TRAINING CURRICULUM

ORIENTATION UNITS

I Orientation to Pre-employment Training
II Jobs for Refugees in America
III Staff, Responsibilities and F[illegible]ips; Workplace locations
IV Policies and Procedur[illegible]ttendance
V Policies and Procedu[illegible]II: Shop Rules and Safety
VI Policies and Proc[illegible]res III: Pay
VII Work Assignments, Training and Job Performance; Work Record; Leaving a Job
VIII Communication on the Job
IX Maintaining Good Relations on the Job I: Greetings, Small Talk
X Maintaining Good Relations on the Job II: Asking Questions; Asking for or Offering Help, Invitations; Conflicts and Other Problems
XI Maintaining Good Relations on the Job III: Work Attitudes and Work Habits
XII Maintaining Good Relations on the Job IV: Personal Habits
XIII Waiting in Line
XIV Orientation to the Restroom

Scheduling:
Week 1 : I, II, XIII, XIV
Week 2 : III, IV, V
Week 3 : VI, VII, VIII
Week 4 : IX, X, XI, XII

Bataan

Pre-Employment Activities

Bataan
Pre-Employment
Activities

Pre-employment Activity

Bataan Lesson 1

USING A TIME CARD

I. COMPETENCIES COVERED

A. Basic Skills

Lessons

1. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts
2. Competency 7: The student can use time-related information on schedules and forms.
3. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.

Problem Solving

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - c. . . . showing motor skills and self-confidence with tasks and equipment, making problem-solving judgments for minor problems while working to specifications.

B. VESL

Lessons

1. Competency 1: The students can follow simple directions.
   - b. Follow one-step directions.
     - 1. To start a task.
2. Competency 3: The student can provide feedback on performance of task.
   - e. Report time worked.
3. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
4. Competency 9: The student can use numbers.
   - c. Provide a count.
   - f. Read and report time on work records.
5. Competency 11: The student can read and write work-related personal information.
6. Competency 12: The student can read workplace signs.
   - a. Read common workplace signs.
7. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
   - b. Initiate and respond to farewells.
8. Competency 14: The student can identify and introduce him/herself and others.
   - a Identify and introduce him/herself and others.
   - b. Introduce him/herself and others.

Problem Solving

1. Competency 1: Students can follow simple directions
   - b. Follow one-step directions.
     - 1. To start a task

2. Competency 2: Students can follow redirected instructions.
    A. Respond to negative command.
    b. Follow instructions, delay, repeat and reorder an activity.

3. Competency 7: Students can ask and respond to items in the work place.
    c. Make and respond to a request for an object.

4. Competency 11: Students can read and write work-related personal information.

5. Competency 12: Students can read workplace signs.

6. Competency 14: Students can identify and introduce themselves and others.
    a. Identify and introduce themselves and others.

C. Cultural Orientation

Lessons

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
    a. Student can relate training to common entry-level jobs generally available to refugees.

2. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
    a. The student can identify strategies for clarifying workplace rules, policies and procedures.
    b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

3. Competency 7: Students understand that work habits and decisions affect present and future employment prospects.
    a. Students can state the components of a good work record.

Problem Solving

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
    b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

2. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
    a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
        3. being unable to carry out a given task
        4. negative feedback from supervisor or co-worker
        5. something goes wrong on the job
    b. Student can give examples of situations in which is is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Description of Activity

1. Students fill in name and file a simplified time card.
2. Students fill IN and OUT columns on cards with time they enter and leave.
3. Students total the number of hours attended each day.

B. Problem Solving

After the students have practiced the language and performed the activity, the teacher can present the activity again and incorporate problems, such as, giving the Ss time cards on which their names are spelled incorrectly; not giving one or all of the students time cards when they come to class one day. See Procedure, Section VI.

III. CULTURAL ORIENTATION

A. Time In The Workplace (given in the native language)

Workers in American companies are expected to work a standard numbers of hours a week. In almost all companies each worker is told when his/her lunch break will be, when to arrive at and leave work. The number of hours and minutes each employee works in a day is carefully recorded. At the end of the pay period, the hours worked are totaled and multiplied by the wage paid for each hour of work. This amount is how much you will be paid.

It is important for both the employee and employer to keep accurate records of the time worked. Because there are many workers in a company, it is difficult to record the time worked for each employee unless a system is used. Some companies use time sheets that workers sign and record the time they enter and leave the building each day. Other companies use time clocks with a card for each worker. The workers put their cards in a slot and the time clock prints the time on their "time card". The card is "punched" each time the workers come in or leave their work station. In this way the company can keep a very accurate and complete record of the hours workers spends on the job. It's also a good idea for every worker to keep a personal record of the number of hours he or she has worked.

B. At many companies, each employee receives a time card with his/her name on it which s/he uses for one week. When s/he comes to work, the worker takes his/her time card from the time rack under "OUT", "punches in" in the time clock so the time is recorded, and places the card in the time rack under "IN". When the worker finishes working, s/he takes the card from the "IN" rack, "punches out" in the time clock, and places the card in the "out" rack. Workers are often required to punch in and out during lunchtime. A worker can only punch in/out his/her own time card; s/he cannot punch in/out a friend's card.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. 1 simplified time card per student (mimeo 8 x 5 cards)
2. In/Out card rack (hung on wall)
3. 1 actual time card per student
4. Time clock

Actual Time Card

No. ________ Pay Ending ____________ 19____
Name ____________________ Position ________
Dept. ____________________ Age ________

	Hours	Rate	Amount
Reg.			
Over.			
Total Earnings			
Less Deductions			
NET PAY			

DEDUCTIONS	ABSENCES	
Fines		
Withholding Tax		
S.S.S.		
TOTAL		

Date	MORNING IN	MORNING OUT	AFTERNOON IN	AFTERNOON OUT	OVERTIME IN	OVERTIME OUT	Daily Total
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

I hereby certify that the above records are true and correct.

____
EMPLOYEE'S SIGNATURE

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MODEL-9.000
COROMANO TEL. 26-61-45 26-51-41 26-52-14

No. ________ Pay Ending ____________ 19____
Name ____________________ Position ________
Dept. ____________________ Age ________

	Hours	Rate	Amount
Reg.			
Over.			
Total Earnings			
Less Deductions			
NET PAY			

DEDUCTIONS	ABSENCES	
Fines		
Withholding Tax		
S.S.S.		
TOTAL		

Date	MORNING IN	MORNING OUT	AFTERNOON IN	AFTERNOON OUT	OVERTIME IN	OVERTIME OUT	Daily Total
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							

I hereby certify that the above records are true and correct.

____
EMPLOYEE'S SIGNATURE

MODEL-9.000
COROMANO TEL. 26-61-45 26-51-41 26-52-14

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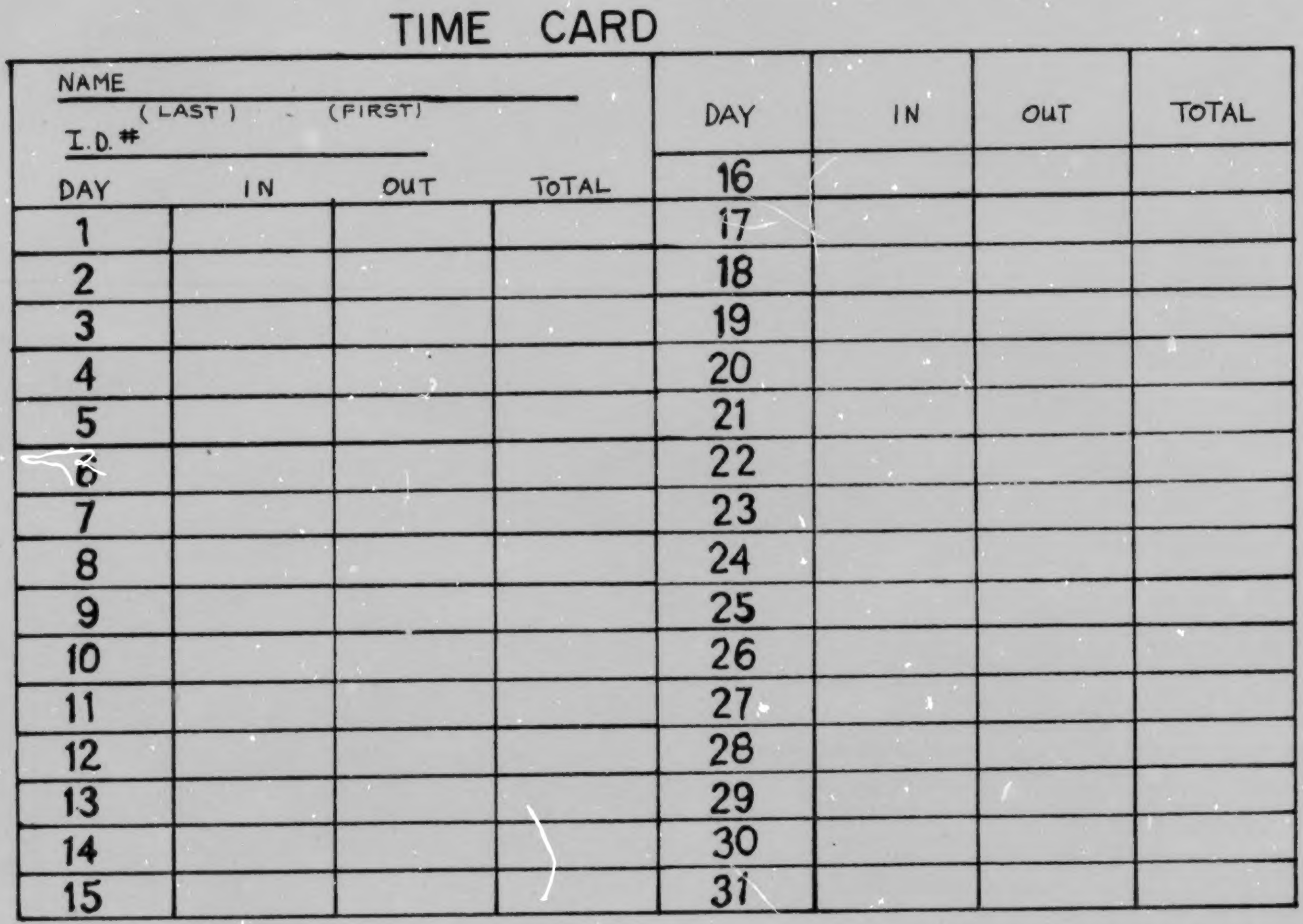
Simplified Time Card



TIME CARD

NAME
(LAST) (FIRST)

I.D. #

DAY	IN	OUT	TOTAL	DAY	IN	OUT	TOTAL
1				16			
2				17			
3				18			
4				19			
5				20			
6				21			
7				22			
8				23			
9				24			
10				25			
11				26			
12				27			
13				28			
14				29			
15				30			
				31			

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
1. T introduces the concept of printing a name on a line by drawing the following on the board: Name: Last First T and AT print their names on the line, last name first. NOTE: This concept has been introduced in the regular ESL class, so it should not be completely new for the students. T prints several more labelled lines on the board, the same as the one above, and asks individual Ss to print their names on the lines.	1. Ss listen and respond when appropriate. Ss participate in lesson as directed using appropriate language.	1. Write your (first/last) name here/there. ______ *name*	1. OK. Yes.	**LITERACY** Name First Last [Print own name]
2. T hands out simplified time cards and has the Ss print names on the cards (last name, first name). If Ss are unable to print their names by themselves, the T gives them strips of paper with their names already printed on them and has the Ss copy. Ss are then given an actual time card on which they write their names.	2. Ss write their names on the time cards, last names first.	2. [see language above]		**NEW VOCABULARY** time card
3. T and AT explain cultural information (see IIIA).	3. Ss listen and respond appropriately.			**NEW VOCABULARY** in out rack
4. T and AT model filing a time card in the card rack on the wall. While placing the card under "IN", teacher repeats "IN" several times.	4. Ss practice filing their time cards.	4. [This language is for T-production only.] ______ *name*	4. Yes.	

VI. PROCEDURE – ACTIVITY 1: FILLING OUT AND FILING A TIMECARD

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
T and AT explain cultural information (see IIIB).		Take the time card.	OK.	
T instructs students to file their time card under the "IN" column of the card rack. T calls on students in alphabetical order to put their cards in the slot so that they are arranged in alphabetical order.		Go over there.	OK.	
T repeats the same with "OUT".		Put the card number "IN"/"OUT".	OK.	
Problem Solving				
A. T misspells name(s) of student(s) on time card.	S(s) tell T/AT that their names are misspelled.		Excuse me	
		Yes.	(This is) wrong. not right/good.	
		Sorry.	My name is ________. [spell name]	
B. T takes (a) student'(s') time card out of the time rack before the Ss come to class.	Ss tell T/AT their time card is missing.		Excuse me.	
		Yes.	No time card.	
[Note. Both of these activities can be done on any day after the day this lesson is introduced.]		Here.	Thank you.	
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VI. PROCEDURE – ACTIVITY 2: RECORDING DATES AND TIME ON A TIME CARD

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T reviews telling time, then T draws a simplified time card on the board and fills in a name. S/he points to the "IN" column, looks at his/her watch, gives the time aloud and writes the time under the "IN" column.	1. Ss listen and observe, responding when appropriate.	1. What time is it? (It's) ______ *time*		LITERACY [day] # [for day's date] time [clock face and digital]
2. T has Ss form a single line as they take their cards from the rack, and instructs them to write the time on the card in the space next to the day's date. T circulates, checking to make sure students have filled in the time correctly. Then T has Ss file cards under "IN", if necessary calling Ss in alphabetical order. NOTE: Teachers may first have to explain alphabetical order to Ss in native language and have them practice alphabetizing.	2. Ss retrieve their time cards and fill in the correct number.	2. [This language for T-production only.] [Go over there.] [Get your time card.] [Write the time.] [Put the card back.] [Put it under "IN".] Yes.	2. OK. Yes. Is that right?	

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VI. PROCEDURE – ACTIVITY 3: RECORDING TOTAL HOURS ATTENDED EACH DAY

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
[NOTE: This activity is done on the last day of the week.]		[see previous 2 activities]	[see previous 2 activities]	
1. T draws a simplified time card on the board and reviews the language and cultural orientation (see IIIA) covered in the two previous activities about filling out and filing time cards and recording dates and times.	1. Ss respond as directed.			
2. T uses a practice clock to count the number of hours worked then points to "TOTAL" on the simplified time card. To demonstrate, teacher asks AT to fill in 4½ hours or 4:15 or 4:45 under "TOTAL" next to corresponding number for the date. Then T has several Ss come to the board and fill in totals.	2. Ss listen and respond.	2. How many (hours)? __________ *name* Come here. Write the number here. Here.	2. Yes. OK. Here? OK.	NEW VOCABULARY total
3. T instructs students to get their time cards from the rack, fill in "TOTAL" hours worked, and put the cards back.	3. Ss find their time cards, total the hours worked and record the number.	3. Get your time card. Write the total. Put the time card back.	3. OK. All right.	NEW VOCABULARY Put (the time card) back.

Pre-employment Activity

Bataan – Lesson 2

LINEAR MEASURING

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 4: The student can measure using tools:
    - a. . . .determining if two quantities are of equal length, volume, or weight.
    - d. . . . measuring the length, volume or weight measurement of something using a standard tool.

B. VESL

1. Competency 1: The student can follow simple directions.
    - b. Follow one-step directions.
    - f. Follow directions to complete a form.
2. Competency 5: The student can ask for clarification.
    - b. Ask for clarification.
    - c. Ask for repetition of demonstration.
3. Competency 9: The student can use numbers.
    - e. Read and report a measurement.

Problem Solving

1. Competency 3: The student can provide feedback on performance of task.
    - c. Provide specific assessment of a product.
    - d. Describe activities in progress and needs for completion of task.
2. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - b. Ask for assistance or advice from a supervisor or co-worker.
3. Competency 6: The student can ask how to say something in English.
    - a. Ask names of workplace objects and procedures.
4. Competency 7: The student can ask and respond to items in the work place.
    - c. Make and respond to a request for an object.

C. Cultural Orientation

Problem Solving

1. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
    - a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
        - 5. something goes wrong on the job.
    - b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Description of Activity

1. Ss measure a piece of wire with a ruler, then measure other pieces to find one of the same length. Then they also use measurement to cut another wire to the same length.
2. Students use a ruler to measure a given object.

B. **Problem Solving**

After students have practiced the language and performed the activity, the teacher can present the activity again and incorporate problems, such as, not providing a ruler or wires or providing only one wire of a particular length.

C. **Further Practice**

1. Ss use ruler to measure other objects in the classroom.
2. Ss use a steel tape measure to measure larger objects (e.g., doors, windows, room dimensions.)

D. **Teacher Note**

In a prior lesson, one piece of pre-cut wire was used to measure another piece of wire. The second piece of wire was then cut to the same length as the first. In this way, the wire was used as a measuring tool. In this lesson a ruler is introduced as a tool for measuring length.

III. CULTURAL ORIENTATION

A. In the U.S. the length of objects is measured in feet and inches, rather than meters and centimeters as in the students' native countries. 12 inches is one foot; 3 feet is about one meter. On a ruler there are usually 12 inches.

IV. MATERIALS

A. **Required Materials, Equipment and Supplies**

1. 10 inch precut wire: black, green, red, blue, yellow
   4"
   5"
   6"
2. one ruler per student
3. spools of colored wire
4. wirecutter
5. paper/pencil
6. class set of worksheets

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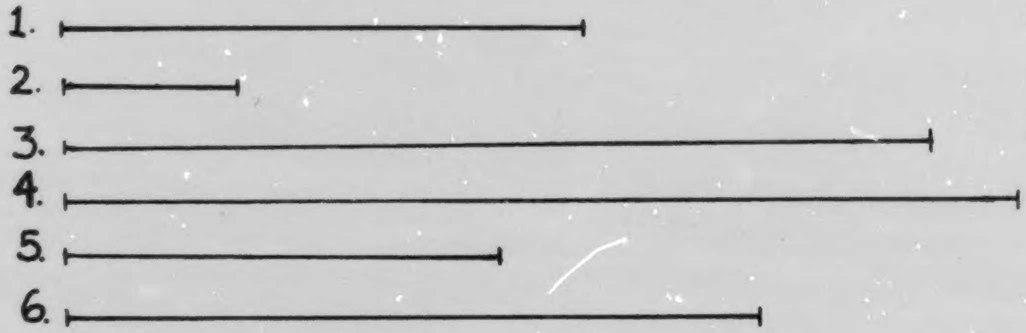
Measuring with a Ruler

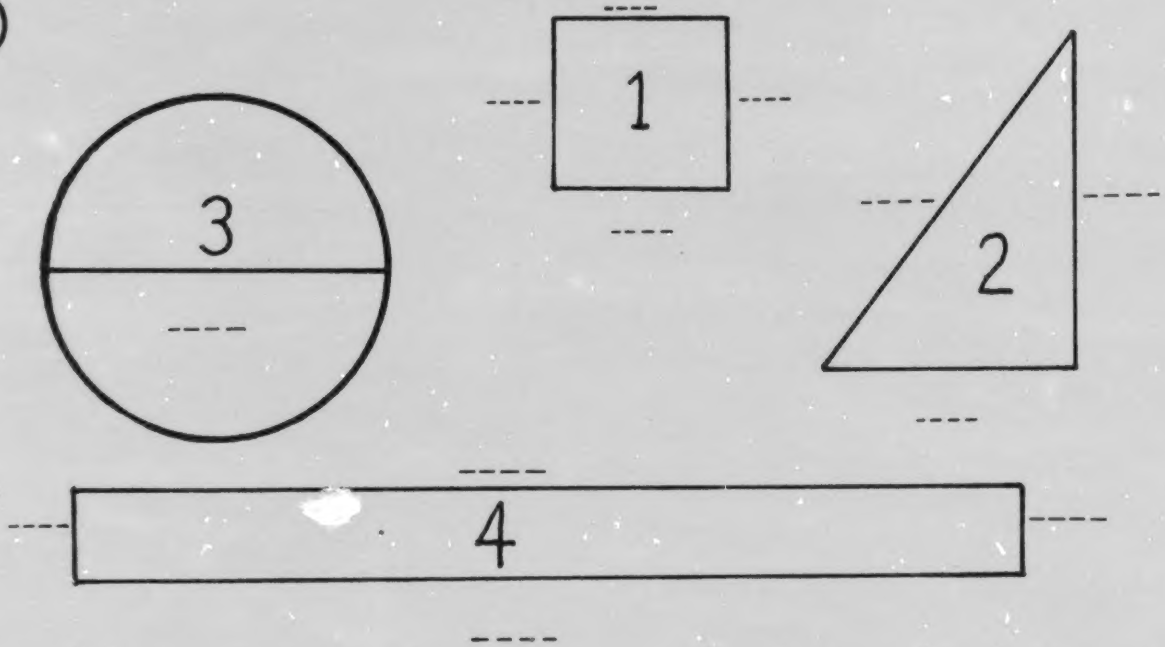
Ⓐ



Answers

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

Ⓑ



892

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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. After giving Cultural Orientation information III A, teacher introduces ruler. T draws an enlarged ruler on the blackboard and numbers the inches. T draws lines of various lengths parallel to the ruler and asks Ss how long they are.	1. Ss discuss and observe.	1. How long? How many inches?	1. ______ #	REVIEW VOCABULARY wire
2. T shows the real ruler to Ss. T draws lines on the board and measures them with the ruler. To demonstrates T instructs AT to measure the lines, then T instructs Ss to measure the lines.	2. Ss observe and respond as appropriate.	2. Take the ruler. Measure the line. How long (is it)? How many inches? Write the number here.	2. O.K. ______ # ______ # O.K.	
3. Using the precut wires, T and AT demonstrate how to measure wire with a ruler.	3. Ss observe and respond as appropriate.	3. Take the ruler. wire { Here. There Measure the wire. How long (is it)? or How many inches?	3. Where is it? ______ inches #	

VI. PROCEDURE – ACTIVITY 1: USING A RULER – LINEAR MEASURING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. T mixes the various lengths of wire to demonstrate. T instructs AT to find a wire of the same length as the piece measured in step 3, then T instructs Ss to do the same.	4. Ss select wires from the mixed pile and measure them.	4. Find one the same. Get	4. { O.K. All right.	
		Show me. Same or different?	{ Same Different.	
		How long (is it)?	______ inches. #	
Problem Solving				
A. T does not provide ruler or wire.	Ss inform T of lack of materials.		Excuse me. No ruler. wires.	
		Go over there.	I don't have a ruler. wires.	
		Go get a ruler. the wires.	Please give me a ruler. wires.	
		Ask ______ . *person*		
			Where is the ruler? wire?	
B. T provides only one wire of a particular length.	Ss inform T of problem.	Show me.	Excuse me. No wire the same. Look.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T and AT demonstrate the activity. T instructs AT to measure a given wire, then cut a piece of wire (of the same color) to the same length.	1. Ss observe and respond as appropriate.	1. Take the ruler. (repeat)		REVIEW VOCABULARY measure cut same different (colors)
			1. Again please.	
		Measure the wire. How long?	______ #</br>	
		What?	[Student repeats]	
		Now take the ______ get color wire.		
		Cut one the same.	O.K.	
		Take the wire cutters. Use	O.K.	NEW VOCABULARY wirecutters
		Cut the wire. (The) same?	No. Yes. Different.	
		How long?	______ inches. #	
2. T divides class into four groups and instructs Ss to do the activity. Ss in each group take turns giving instructions to the other students.	2. Ss performs activity.	[See above language]		

VI. PROCEDURE – ACTIVITY 3: MEASURING OBJECTS AND RECORDING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T reviews measuring by drawing an enlarged ruler and lines of various lengths on the blackboard. T includes ¾ inch length as well. T asks Ss for length of the lines. Then T draws smaller lines and measures them with a real ruler.	1. Ss observe and respond as appropriate.	1. Look. How long? How many inches?	1. ______ # ______ #	REVIEW VOCABULARY look half inch measure WRITING 1 — 12
2. To demonstrate measuring with a ruler, T draws smaller lines on the board and has AT measure them and write the number of inches next to the line. Then T calls on various Ss to do the same.	2. Ss observe and respond as appropriate.	2. Take the ruler. Measure the line. {How long? How many inches? Write the number here.	2. O.K. This one? Which one? ______ # Here?	
3. T shows a worksheet to the class and demonstrates measuring the lines with a ruler and recording the measurement, then T passes out worksheets to class for students to complete. T and AT check student work.	3. Ss observe and respond as appropriate. Then they complete the worksheets.	Yes. No.		

VI. PROCEDURE – ACTIVITY 3: MEASURING OBJECTS AND RECORDING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
Further Practice A. Ss use ruler to measure other classroom objects. B. Ss use steel tape measure to measure larger objects.				**REVIEW VOCABULARY** pencil notebook desk chair door window floor wall **NEW VOCABULARY** (2) , 3” steel tape

Pre-employment Activity

Bataan Lesson 3

ORGANIZING STOCK AND TAKING INVENTORY

I. COMPETENCIES COVERED

A. Basic Skills

Problem Solving

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts.
4. Competency 5: The student can organize, classify, and sort discriminating between:
    - a. . . . color code, shape, material, size.
    - c. . . . function.
5. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.

B. VESL

Lessons

1. Competency 1: The student can follow simple directions.
    - b. Follow one-step directions.
        - 1. To start a task.
2. Competency 2: The student can follow redirected instructions.
    - a. Respond to negative command.
3. Competency 3: The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
    - c. Provide specific assessment of a product.
4. Competency 5: The student can ask for clarification.
    - a. Indicate lack of understanding.
5. Competency 9: The student can use numbers.
    - c. Provide a count.

Problem Solving

1. Competency 3: The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
    - b. Provide specific assessment of a product.
    - d. Describe activities in progress and needs for completion of task.

2. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - b. Ask for assistance or advice from a supervisor or co-worker.
3. Competency 5: The student can ask for clarification.
    - a. Indicate lack of understanding.
    - b. Ask for clarification.
4. Competency 6: The student can ask how to say something in English.
    - a. Ask names of workplace objects and procedures.
5. Competency 7: The student can ask and respond to items in the work place.
    - c. Make and respond to a request for an object.
6. Competency 9: The student can use numbers.
    - a. Read and understand numbers in codes.
    - c. Provide a count.
    - d. Verify a count.
7. Competency 10: The student can use the alphabet.
    - a. Read and undertand alphabetic and alphanumeric codes.

C. Cultural Orientation

Lessons

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment:
    - a. Student can relate training to common entry-level jobs generally available to refugees.

Problem Solving

2. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
    - a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
        - 3. being unable to carry a given task.
        - 5. something goes wrong on the job.
    - b. Student can give examples of situtions in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Description of Activity

Students are given bags of screws, nuts, and washers of different sizes to arrange on a rack. They are to make a logical arrangement according to the item and the size. Then they are given a second set of bags to hang on the rack and an inventory sheet to take inventory of the entire stock.

B. Problem Solving

After the students have practiced the language and performed the activity, the teacher can present the activity again and incorporate problems, such as, giving students the wrong number of bags, having different sizes of screws in the same bag, having different items (e.g. nails) in one of the bags. See Section VI, Procedure for example.

C. Further Practice

Depending upon the level of the students and the amount of time available, further practice could be provided through supplementary activities. These might include going to the stockroom to see how things are organized or taking inventory of certain items. Stock arranged on rack can be used by students in getting and asking for items.

III. CULTURAL ORIENTATION

A. The Stockroom (given in native language)

1. Most large companies have stockrooms where parts, supplies and tools are kept. They are systematically arranged so that they can be located accurately and efficiently.

2. Periodically, items stored in the stockroom must be counted to find out how many parts, supplies or tools have been used, and what must be ordered. The counting process is called taking inventory. Part of this task requires the worker to record the number of items counted on an inventory sheet.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. 4 racks (18" x 24", 20-nail)
2. 4 sets of screws, nuts and washers of 4 sizes (Set A) (pre-packaged for class use)
3. masking tape
4. 4 sets of 10 bags of nuts and washers (pre-packaged) (Set B)
   Class set
5. Stock Inventory List

Stock Inventory List

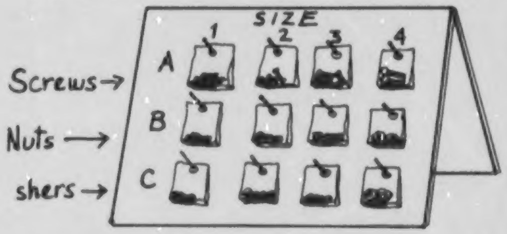
	ITEM	SIZE	QUANTITY ( )
	A	1	
	A	2	
	A	3	
	A	4	
	B	1	
	B	2	
	B	3	
	B	4	
	C	1	
	C	2	
	C	3	
	C	4	

DATE

NAME

909

OK

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. Using bags of screws and the rack, the T and AT demonstrate how to compare the bags, sort them by size and hang them on the rack. Use only two bags along with appropriate language.	1. Ss observe and respond when appropriate.	1. Put the bags on the table. Look. Think. Put the screws on *item* the rack.	1. O.K. Uh-Huh O.K. O.K.	VOCABULARY REVIEW screws nuts washers rack
2. Divide the class into four groups. Give each group Set A of screws, nuts and washers and one rack. Give no further explanation of how to organize the bags on the rack but let the students figure out their own system. Instruct students to begin the task.	2. Ss arrange the bags on the rack.	2. Now you do it. (If you have) any problems, let me know.	2. O.K. All right.	
3. T and AT assists groups or individuals as needed. The student's finished display of bags on the rack should look something like this:  SIZE 1 2 3 4 A B C Screws → Nuts → shers →	3. Ss finish sorting and arranging their bags.	3. How are you doing?	3. O.K. All right. Not so good. I have a problem. Is this O.K.? right?	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. When all groups are finished sorting and hanging the bags, T compares one display with another. In the native language, T explains the logic and advantage of those displays which approximate the above. T gives Cultural Orientation Information, III A 1.	4. Ss observe and discuss the four displays of bags.	4. Yes, it's O.K. right. Are you finished? done?	4. Yes No Not yet	
		(Are these) the same? different?	Same Different	
5. T instructs Ss to label each column as illustrated by writing the number on tape and attaching it to the display rack.	5. Ss label columns on display rack.	5. Write the numbers like this.	5. All right.	
		Put the number here. them		
		Yes, that's right.	O.K.	
			Is this right?	
		No, it's wrong, like this.		
		Write the letters like this.		
			O.K.	
		Put them here.		
			Like this?	
		Yes, and two bags of # 4 washers.		913
		Are you finished?		
912			Yes No.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
Problem Solving				
T has put different sizes of screws in a bag.	Ss notify teacher and AT that bag is incorrectly packaged.	What's the matter?	Excuse me Please look at this. I have a problem. Not the same. [etc.]	
Further Practice				
A. T asks students to get a particular item from the rack.	Ss take turns role playing stock clerk and ask for and get items from the racks.	Get one bag of #2 screws.	O.K. What number?	
		I want two bags of #4 washers.	All right. I don't understand. Say that again please. How many?	
B. T takes students to visit stockroom.	Ss observe arrangement of stock in stockroom and discuss.			

VI. PROCEDURE – ACTIVITY 2: FILLING OUT AN INVENTORY SHEET

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. After dividing the class into four groups, T gives each group Set B of nuts, screws and washers. T instructs Ss to put them on the display rack using the same system as before.	1. Ss arrange their inventory.	1. Put the bags on the rack. Put #1 here.	1. O.K. All right. Here?	REVIEW VOCABULARY inventory rack size NEW VOCABULARY quantity item
2. Give native language explanation. See Cultural Orientation III A 2.	2. Ss listen and respond when appropriate.			
3. After T and AT demonstrate how to fill out an inventory form, T gives each S an inventory sheet. S/he again demonstrates how to fill the form out by instructing one student while the class observes.	3. Ss observe and listen. Then one S follows the teacher's instructions while the others observe.	3. Look here. What size is this? How many bags are there? Write the number here. Yes Yeah. Write your name and the date here. Yes. O.K.	3. Size $\underset{\#}{\underline{\ 3\ }}$ $\underset{\#}{\underline{\text{Nine}}}$ bags. All right. Here? Okay. Like this?	

VI. PROCEDURE – ACTIVITY 2: FILLING OUT AN INVENTORY SHEET

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. T instructs Ss to complete their inventory forms. T and AT supervise individual efforts.	4. Ss complete the inventory form, using correct language in responding to T and AT commands.	4. Yes, like that. Are you finished? done?		
			Yes No.	
		How are you doing?	O.K. All right. Not so good.	
		Any problems?	No. Is this right?	
		Yes, that's right. good.		
		No, that's wrong.		
5. T or AT signs each form as it is completed.	5. Ss respond.	5. This is right. good.		
			5. Thank you.	
		You're welcome.		
			I'm finished.	
		O.K.		
Further Practice				
A. T takes students to stockroom to take inventory of certain items.	Ss take inventory as assigned.	How many? Count the bags. *items*		
			O.K.	
		Count them. Write the number (here).		
			Here?	
		Right.		

Pre-employment Activity

Bataan – Lesson 4

PACKING SETS OF SILVERWARE ON AN ASSEMBLY LINE

I. COMPETENCIES COVERED

A. Basic Skills

Lessons

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    a. . . . starting and/or determining task assignments, completing a task to specifications, completing a task within a given-time frame, performing as part of team.
2. Competency 5: The student can organize, classify, and sort discriminating between:
    a. . . . color code, shape, material, size.
3. Competency 6: The student can follow a sequence.

Problem Solving

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    a. . . . starting and/or determining task assignments to completing a task specification, completing a task within a given time-frame, performing as part of a team.
    c. . . . showing motor skills and self-confidence with tasks and equipment, making problem-solving judgments for minor problems while working to specifications.

B. VESL

1. Competency 1: The student can follow simple directions.
    a. Follow one-step directions.
    c. Follow multiple-step directions to perform a task.
2. Competency 3: The student can provide feedback on performance of a task.
    a. Provide feedback on progress.
3. Competency 5: The student can ask for clarification.
    a. Indicate lack of understanding.
    b. Ask for clarification.

Problem Solving

1. Competency 3: The student can provide feedback on performance of task.
    d. Describe activities in progress and needs for completion of task.
2. Competency 7: The student can ask and respond to items in the work place.
    c. Make and respond to a request for an object.

C. Cultural Orientation

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
    a. Student can relate training to common entry level jobs generally available to refugees.

Problem Solving

1. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:

   a. Given the following situations on the job, student can select from various alternatives the most appropriate action:

      3. being unable to carry out a given task.
      4. negative feedback from supervisor or co-worker.

   b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Description of Activity

Students organize into assembly lines, pack sets of silverware.

B. Problem Solving

After the students have practiced the language and performed the activity, the teacher can present the activity again and incorporate problems, such as, some objects are lacking; T and AT, as an assembly team, work too slowly.

III. CULTURAL ORIENTATION

A. Packing Silverware (given in the native language)

In a previous lesson, a clothes rack was made. This was done by using an assembly line method in which each person did one thing, then passed the rack to the next person, who did something else.

In using an assembly line method, many items that are exactly the same can be made or assembled accurately and quickly. Other tasks can also be completed accurately and quickly by this method.

B. Problem Solving Activity (Given in native language)

A supervisor may tell a worker to work faster. A worker, however, would not tell a supervisor or co-worker to work faster.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

80 ea. knife, fork, tablespoon, teaspoon
(40 ea. in 2 big boxes mixed)
80 large paper napkins
80 rubber bands
80 plastic bags
10 boxes

V. PROCEDURE – ACTIVITY 1: PACKING SETS OF SILVERWARE ON AN ASSEMBLY LINE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T and AT review vocabulary and demonstrate the assembly procedure to the class step by step: a. T takes one each, knife, fork and spoon, b. T wraps the set of silver ware in a napkin, c. secures it with a rubber band, d. puts the package in a bag, e. packs 8 bags in a box and f. takes the filled box to the supervisor's table. Then the supervisor checks the box.	1. Ss listen and observe.	1. Put the knives on spoon forks the table.	1. O.K.	REVIEW VOCABULARY knife fork spoon napkin together rubber band
		Take one knife, one fork and one spoon.	All right.	
		Like this.		
		Put it (a napkin) around. Put it (a rubber band) around. Put it in a bag.	All right.	NEW VOCABULARY around watch check (it)
		Put it in a box. Take the box over there.	O.K.	

V. PROCEDURE – ACTIVITY 1: PACKING SETS OF SILVERWARE ON AN ASSEMBLY LINE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
2. T divides Ss into two work teams. Ss take positions at one of five work stations at which one of the following is located: a. silverware b. napkins c. bags d. rubber bands e. boxes One S acts as supervisor for each group. T and AT monitor the activity and solicit appropriate VESL.	2. Ss take up their positions.	2. You put them together.	2. O.K.	
		You put napkin around.	All right.	
		You put the rubber band around.	Uh-huh.	
		You put them in the box.	Please say that again.	
		[Teacher repeats.] You put them in the box. Take them to the supervisor.	O.K.	
		(You) got it?	Yes, Uh-huh	
	Ss assemble silverware sets.	Put it here.	Here?	
		Yes. Work faster.	Okay.	
		How are you doing?	Okay. Good.	
		Check it.	All right.	
		(Are) (you) finished?	Yes. No. Almost. Not yet.	
926				927

V. PROCEDURE – ACTIVITY 1: PACKING SETS OF SILVERWARE ON AN ASSEMBLY LINE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
Problem Solving				
A. T provides too few items at one of the stations.	S tells teacher that there is not enough of the item.	What's wrong? the matter?	Excuse me. I have a problem. No more. Not enough. I need spoons. knives. forks. more ______. *item* Please give me (more) ______. *item*	
		How many?	______ #	
B. T and AT, as a work team, work too slowly. T and AT give cultural information (see IIII B).	S, as supervisor, tells T/AT to work faster.	(Work) faster, please. Hurry up.		

Pre-employment Activity

Bataan – Lesson 5

ASSEMBLING A CLOTHES RACK BY FOLLOWING ILLUSTRATED INSTRUCTIONS

I. COMPETENCIES COVERED

A. Basic Skills

Lessons

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specifications, completing a task within a given-time frame, performing as part of a team.
2. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts.
2. Competency 5: The student can organize, classify, and sort discriminating between:
   - b. . . . number codes, letter codes, alpha-numeric codes.
3. Competency 8: The student can utilize plans and patterns.
   - a. . . . as input/source of information to perform a task.

Problem Solving

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification, completing a task within a given-time frame, performing as part of a team.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts
3. Competency 4: The student can measure using tools:
   - b. . . . duplicating the length, volume or weight of something without the use of standard tools.
4. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.
   - b. . . . as input/source of information to evaluate a task.

B. VESL

Lessons

1. Competency 1: The student can follow simple directions.
   - b. Follow one-step directions.
     1. To start a task.
     2. To take something apart.
   - c. Follow multiple-step directions to perform a task.

2. Competency 3: The student can provide feedback on performance of task.
   a. Provide feedback on progress.
   b. Provide feedback about quality of work.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   a. Ask for feedback.
4. Competency 5: The student can ask for clarification.
   a. Indicate lack of understanding.
   b. Ask for clarification.
5. Competency 9: The student can use numbers.
   c. Provide a count.
6. Competency 10: The student can use the alphabet.
   a. Read and understand the alphabetic and alphanumeric codes.

Problem Solving

1. Competency 2: The student can follow redirected instructions.
   a. Respond to negative commands.
   b. Follow instructions, delay, repeat and reorder an activity.
2. Competency 3: The student can provide feedback on performance of a task.
   a. Provide feedback on progress.
   b. Provide feedback about quality of work.
   c. Provide specific assessment of a product.
   d. Describe activities in progress and needs for completion of task.
3. Competency 5: The student can ask for clarification.
   c. Ask for repetition of demonstration.

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4. Competency 7: The student can ask and respond to questions about items in the work place.
   c. Make and respond to a request for an object.
5. Competency 10: The student can use the alphabet.
   a. Read and understand alphabetic and alphanumeric codes.

Lessons

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
   a. Student can relate training to common entry level jobs generally available for refugees.

Problem Solving

1. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace.
   a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
      3. being unable to carry out a given task.
      4. negative feedback from supervisor or co-worker.
      5. something goes wrong on the job.
   b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Description of Activity

Students assemble a clothes rack from PVC by following an illustrated instruction sheet.

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B. Problem Solving

After the students have practiced the language and performed the activity, the teacher can present the activity again and incorporate problems, such as, giving students incomplete assembly kits, and helping a group of students to put the rack together incorrectly. See Section VI, Procedure.

III. CULTURAL ORIENTATION

A. Assembly (given in native language)

1. When assembling items, there is sometimes a picture or diagram which is used as a guide. There may be a series of pictures which indicate the sequence of the steps that are to be followed in order to complete the assembly task.

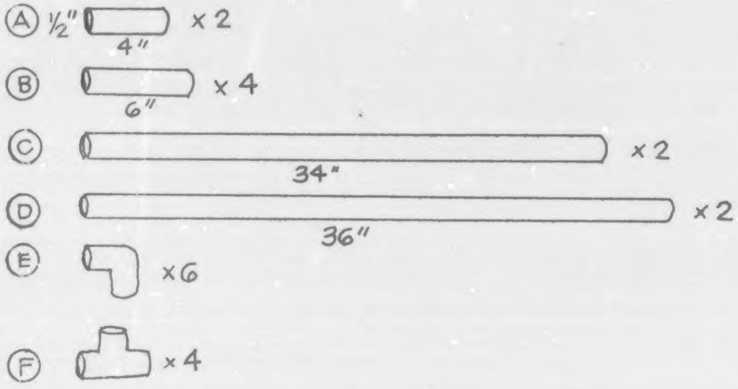
IV. MATERIALS

A. Required Materials, Equipment and Supplies

Part A: two 1/2" x 2" PVC pipes
Part B: four 1/2" x 4" PVC pipes
Part C: two 1/2" x 34" PVC pipes
Part D: two 1/2" x 36" PVC pipes
Part E: six elbows
Part F: four tee joints

Four instruction sheets

Assembly Instructions



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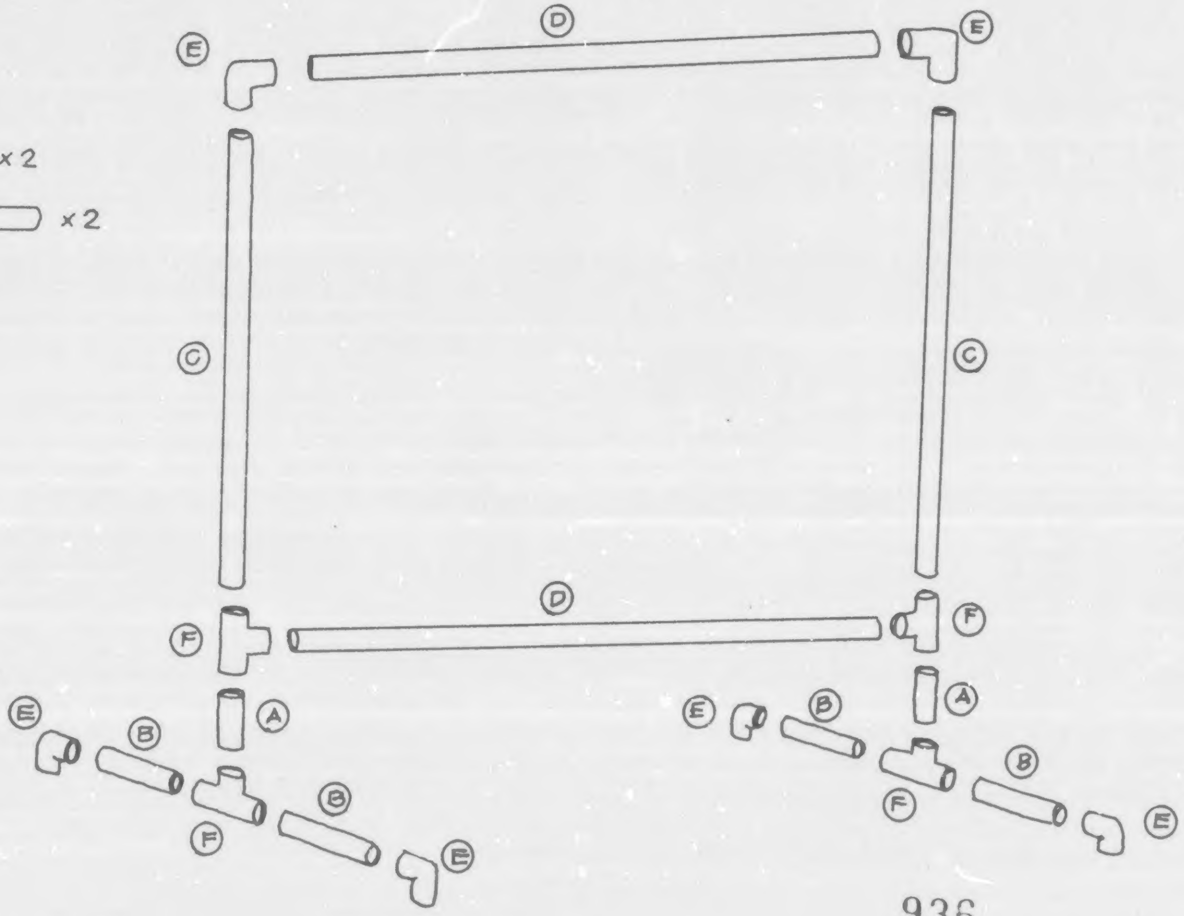

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VI. PROCEDURE ACTIVITY 1: ASSEMBLING A CLOTHES RACK BY FOLLOWING ILLUSTRATED INSTRUCTIONS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T and AT present cultural orientation information, then class is divided into groups. Each is given an instruction sheet. T introduces the various parts by holding them up and referring to the instruction sheet.	1. Ss observe and respond appropriately.	1. This is part A. How many A's? (etc.)	1. Two. (etc.)	LITERACY (letters) (numbers)
2. T and AT then demonstrate the assembly process while referring to the instruction sheet and using appropriate VESL.	2. Ss observe and respond appropriately.	2. Look here, at number one. (First) take this part. What part is it?	2. Part ________ . *letter*	NEW VOCABULARY part connect apart
		(Then) put it here. (Next) (You) Got it?	Yes. No.	
		Look here, at number two. Take part ________ *letter* and put it here. Like this.	O.K.	
		Connect $\underset{\text{part}}{\underline{A}}$ to $\underset{\text{part}}{\underline{B}}$ [etc.]		
		Take it apart. Take this off.		
3. T and AT pass out kits to each group and review the parts. Then students assemble the rack following the instruction sheet. T and AT monitor.	3. Ss work in a group and follow the instruction sheet to assemble a rack.	3. How are you doing? Do you understand?	3. O.K. All right. Yes. No. I don't understand.	

VI. PROCEDURE – ACTIVITY 1: ASSEMBLING A CLOTHES RACK BY FOLLOWING ILLUSTRATED INSTRUCTIONS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
			Is this OK? right?	
		That's right. Yes. Yeah. Uh-huh. Mm-hmm.		
			Like this?	
		No. That's wrong. Like this.		
		Are you finished?		
			Yes. No. Not yet. (I'm) finished.	
Problem Solving				
A. Teacher gives Ss incomplete kits.	Ss tell T/AT that pieces are missing.		Excuse me. I don't have this (one) part A more	
			Not enough.	
		Go over there. (Go) ask ___________. *person*		
3. T/AT help one group put back together incorrectly.	Ss compare finished racks of various groups. Ss check diagram. Ss tell T/AT/Ss how to put rack together correctly.		Not the same. This is wrong. That's wrong. Not like that. Like this. This one here. The long one here. short	
939				940

Pre-employment Activity

Bataan – Lesson 6

SORTING TAGS BY SIZE

I. COMPETENCIES COVERED

A. Basic Skills

Lessons

1. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts.
2. Competency 5: The student can organize, classify, and sort discriminating between:
    - a. . . . color code, shape, material, size.
3. Competency 6: The student can follow a sequence.

Problem Solving

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 3: The student can use counting skills to complete a task.
    - a. . . . making counts
3. Competency 6: The student can follow a sequence.

B. VESL

Lessons

1. Competency 1: The student can follow simple directions.
    - b. Follow one-step directions.
        - 1. To start a task.
    - c. Follow multiple-step directions to perform a task.
    - e. Respond to simple cautions and negative commands.
2. Competency 3: The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - a. Ask for feedback.
    - b. Ask for assistance or advice from a supervisor or co-worker.
4. Competency 5: The student can ask for clarification.
    - b. Ask for clarification.
5. Competency 6: The student can ask how to say something in English.
    - a. Ask names of workplace objects and procedures.
6. Competency 9: The student can use numbers.
    - c. Provide a count.

Problem Solving

1. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - b. Ask for assistance, advice and emergency help.
2. Competency 5: The student can ask for clarification.
   - b. Ask for clarification.
3. Competency 7: The student can ask and respond to items in the workplace.
   - c. Make and respond to a request for an object.

C. Cultural Orientation

Lessons

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
   - a. Student can describe his responsibilities in the role of a job trainee.

Problem Solving

1. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace.
   - a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
     - 3. being unable to carry out a given task.
     - 5. something goes wrong on the job.
   - b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Description of Activity

Students are given tags of different sizes. They put a certain number of tags into plastic bags, then sort the bags by sizes into boxes. Then students count the numbers of bags they have sorted out.

B. Problem Solving

After the students have practiced the language and performed the activity, the teacher can present the activity again and incorporate problems, such as, students are given too few bags, the teacher gives unclear instructions. See Procedure, Section VI.

C. Further Practice

Teacher may create a competition by giving time limit within which students must fill as many bags as they can.

III. CULTURAL ORIENTATION

A Speed, Accuracy and Sorting (given in native language)

1. In some factory work, people may be required to sort things by size. This activity gives students practice sorting different sized tags into boxes.

2. (For further practice) Speed is very important when working. For some jobs, people are paid according to the amount of work they complete. Therefore, the faster they work, the more they are paid. This activity gives the student practice working quickly and being timed while working.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. 12 boxes (shoe box size or smaller)
2. 3 boxes of tags (3 different sizes)
3. 300 lock bags (small)

V. PROCEDURE – ACTIVITY 1: PUTTING TAGS INTO BAGS

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
1. After giving Cultural Orientation point IIIA 1, T and AT demonstrate the activity. T tells AT to put a certain number of tags in each bag.	1. Ss observe and listen.	1. Take a bag. Put $\underset{\#}{\underline{\ 4\ }}$ tags in the bag. Put the bag in the box. ↔	1. OK. OK.	
2. T divides class into three or four groups, each with a supply of tags, bags, and boxes. Then, after demonstrating with a student, T instructs Ss to perform activity. From time to time, T changes number of tags to be put in each bag.	2. Ss instruct each other to put tags into bags.	↔ [Instructional language as above.]		
Problem Solving				
A. T gives students too few bags.	Ss inform teacher that they lack bags.	I don't understand. What (did you say)? Say that again.	2. Excuse me. I need (more) bags. I don't have bags. Please give me (more) bags.	
Further practice.				
A. Teacher gives Cultural Orientation point III A2, and sets a time limit for students or groups to fill as many bags as they can.	Ss respond to T instructions.	[Instructional language as above.] Stop. Count the bags. How many?	______ \#	

V. PROCEDURE – ACTIVITY 2: SORTING TAGS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T demonstrates to class how to sort bags of tags by size, putting big tags in one box, small tags in another, etc.	1. Ss listen and observe.	1. Same? Different?	1. Same. Different.	
2. T demonstrates with AT sorting the bags of tags, then instructs a student to do the same. Then each group sorts the pile of bags and puts them in boxes. T and AT monitor.	2. Ss perform activity as intructed.	2. Big? Small/little?	2. Big. Small/little.	
		Take a little bag. small big		
		Put it here.	Here?	
		Put it in the box.		
		Here, the same.		
		That's right. wrong.		
3. T and AT instruct each group to count the number of bags in each box and write the number on the box.	3. Ss count the bags and record the number on the boxes.	3. Now count the bags.	3. OK. All right.	
		How many?		
Problem Solving				
A. T gives Ss unclear instructions, not specifying in which box to put the tags.	Ss must ask for clarification	Put the tag in the box.	I don't understand. This box? Which box? one	
		This box. That		

Pre-employment Activity

Bataan – Lesson 7

READING A WEEKLY WORK SCHEDULE

I. COMPETENCIES COVERED

A. Basic Skills

Lessons

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specifications, completing a task within a given-time frame, performing as part of a team.
2. Competency 7: The student can use time-related information on schedules and forms.

Problem Solving

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - c. . . . showing motor skills and self-confidence with tasks and equipment, making problem-solving judgments for minor problems while working to specifications.

B. VESL

Lessons

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
     1. To start a task
     2. To take something apart
2. Competency 3: The student can provide feedback on performance of task.
   - e. Report time worked.
3. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
4. Competency 9: The student can use numbers.
   - f. Read and report time on work records.
5. Competency 12: The student can read workplace signs.

Problem Solving

1. Competency 3: The student can provide feedback on performance of task.
   - d. Describe activities in progress and needs for completion of task.
2. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
3. Competency 7: The student can ask and respond to items in the work place.
   - c. Make and respond to a request for an object.
4. Competency 11: The student can read and write work-related personal information.
5. Competency 12: The student can read workplace signs.

6. Competency 14: Identify and introduce themselves and others.

    a. Identify and introduce themselves and others.

C. Cultural Orientation

Lessons

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment

    a. Student can relate training to common entry level jobs generally available to refugees.

2. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:

    a. The student can identify strategies for clarifying workplace rules, policies and procedures.

    b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

Problem Solving

1. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:

    a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
        3. being unable to carry out a given task.
        5. something goes wrong on the job

    b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Description of Activity

Students read a work schedule listing clean-up assignments and perform their duties accordingly.

B. Problem Solving

After the students have practiced the language and performed the activity. The teacher can present the activity again and incorporate problems, such as, items or tools needed to complete the task are not at hand; students' names on the schedule are spelled incorrectly. See Procedure, Section VI.

C. Teacher Note

This lesson is an introduction to an activity that recurs throughout the four weeks of pre-employment training. A new schedule for each student is posted in each classroom at the beginning of each week.

III. CULTURAL ORIENTATION

A. Work Schedules (given in the native language)

Schedules are frequently used in many jobs in America. They inform workers of what they are expected to do and when the task is to be done.

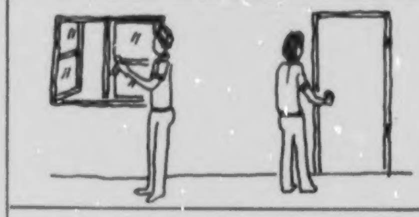
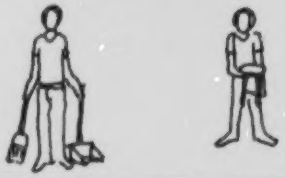
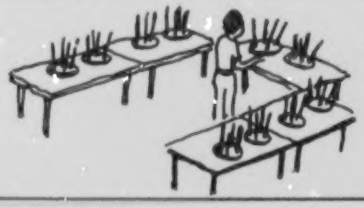
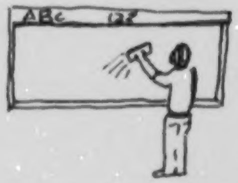
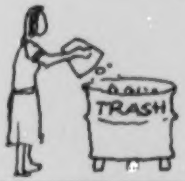
To use a schedule you must be able to read your name, the time, days of the week and the task to be done.

IV. MATERIALS

Required Materials, Equipment and Supplies

1. Picture "Weekly Work Schedule"
2. Name cards for students
3. Objects to clean, empty, open or close
4. Cardboard Clock with movable hands.

Weekly Work Schedule

TASKS	TIME	MON	TUE	WED	THU	FRI	SAT
	1:15						
	1:15 5:35						
	1:15 5:35						
	1:15 5:35						
	5:35						

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VI. PROCEDURE – ACTIVITY 1: READING A WEEKLY WORK SCHEDULE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T reviews telling time and then introduces the Weekly Work Schedule by demonstrating the tasks shown and indicating the corresponding time at which each task is to be done. After initial prarctice, T writes Ss names or initials on the schedule.	1. Ss listen and respond.	1. What time is it?	1. It's 2:30 a.m. 11:45 a.m. 1:15 p.m. 5:35 p.m.	REVIEW VOCABULARY windows floor board erase 1 -- 50 days of the week door
		What's this?	It's a board. window floor etc.	
		What am I doing?	You are sweeping. erasing emptying the trash etc.	NEW VOCABULARY trash trash can empty sweep set up stools
		Look (at the schedule). Find your name/initials. What do you do at ______? *time*	Sweep the floor. Empty the trash. Erase the board. Set the chairs. Close the windows. Open the door. Open the window. 2nd Week Turn off the light. Turn off the fan. Turn it down.	R E A D [Time] [Days of the week] [Recognize own names]

VI. PROCEDURE – ACTIVITY 1: READING A WEEKLY WORK SCHEDULE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
2. T gives commands to students then instructs Ss to give each other commands.	2. Ss perform the action and use appropriate language.	2.		
		______ . *name* ↔	Yes.	
		Come here. (Gesture) ______ ↔	O.K.	
		Sweep the floor. Empty the trash. Erase the board. Set up the chairs. Close the windwws. Open the door. Open the windows. ↔	O.K. Yes. (I'm sorry) I don't understand.	
		______ ↔		
		2nd Week		
		Turn off the light. Turn off the fan. Turn it down. ↔	O.K. Yes All right.	
		↔		
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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
A. Items or tools needed for doing tasks are not at hand.	Ss tell T/AT that they need an item, and respond to T/AT directions.	Go to the ______ . *place* Ask ______ . *person*	Excuse me. I don't have a ______ . *item* I need a ______ . *item* Where is the ______ ? *item* Do you have a ______ ? *item*	
B. T spells student's name or initials incorrectly on work schedule.	Ss tell T/AT that their names are mispelled.	How do you spell your name?	This is wrong. My name is _ _ _ _ _ . (spell name) *name*	

Pre-employment Activity

Bataan – Lesson 8

DUPLICATING PEGBOARD WIRING PATTERNS

I. COMPETENCIES COVERED

A. Basic Skills

Lessons

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - a. . . . starting and/or determining task assignments, completing a task to specifications, completing a task within a given-time frame, performing as part of a team.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 6: The student can follow a sequence.
4. Competency 8: The student can utilize plans and patterns:
    - a. . . . as input/source of information to perform a task.
    - b. . . . as input/source of information to evaluate a task.

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Problem Solving

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - c. . . . showing motor skills and self-confidence with tasks and equipment, making problem-solving judgments for minor problems while working to specifications.
2. Competency 4: The student can measure using tools:
    - b. . . . duplicating the length, volume or weight of something without the use of standard tools.

B. VESL

Lessons

1. Competency 1: The student can follow simple directions.
    - b. Follow one-step directions.
        - 1. To start a task.
2. Competency 3: The student can provide feedback on performance of task.
    - a. Provide feedback on progress.
3. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    - a. Ask for feedback.
4. Competency 5: The student can ask for clarification.
    - a. Indicate lack of understanding.
    - b. Ask for clarification.

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5. Competency 9: The student can use numbers.
   - a. Read and understand numbers in codes.

Problem Solving

1. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
2. Competency 3: The student can provide feedback on perfo[illegible] task.
   - [illegible] Provide feedback on progress.
   - [illegible] Describe activities in progress and needs for completion of task.
3. Competency 5: The student can ask for clarification.
   - c. Ask for repetition and demonstration.
4. Competency 7: The student can ask and respond to items in the work place.
   - c. Make and respond to a request for an object.

C. Cultural Orientation

Lessons

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment:
   - a. Student can relate training to common entry-level jobs generally available to refugees.

Problem Solving

1. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
   - a. Given the following situations at the job, student can select from various alternatives the most appropriate action:
     - 3. being unable to carry out a given task.
     - 4. negative feedback from supervisor or co-worker.
   - b. Student can give examples in which it is appropriate to interrupt a co-worker or supervisor.

II. LESSON CLARIFICATION

A. Description of Activity

1. Ss connect wires on a board in their own design, then give other Ss directions to produce the same design.

B. Problem Solving

1. After the students have practiced the language and performed the activity, the teacher can present the activity again and incorporate problems, such as giving students wires which are too short. See Procedure Section VI.

III. CULTURAL ORIENTATION

A. Giving Instructions (Given in native language)

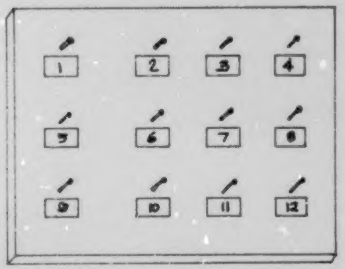
1. Workers are often required to give a co-worker instructions. In order to be understood, English must be spoken clearly. Instruction must also be given in logical order with none of the steps left out.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1. 16 sets of pre-cut colored wires.
2. Masking tape
3. 8 peg boards with nails

V. PROCEDURE – ACTIVITY 1: DUPLICATING PEGBOARD WIRING PATTERNS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T divides Ss into 4 groups giving each groups 2 peg boards, masking tape, and approximately 20 wires.	1. Ss label each nail.	1. [This language is for T production only]		LITERACY [Ss read #s 1 - 100]
T instructs Ss to number each nail with tape as shown below:		(Do this.) Take the tape.	1. All right.	
		Write number ______ . # Put it here. Go ahead.	O.K. All right.	
While Ss are numbering their peg board, T takes 4 - 6 pieces of wire (any color) and connects them to the nails on his/her peg board in any design.				

V. PROCEDURE – ACTIVITY 1: DUPLICATING PEGBOARD WIRING PATTERNS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
2. T and AT review vocabulary (with emphasis on the meaning of "connect") by demonstrating the connection of a wire between two points.	2. Ss listen, observe, and respond when appropriate, connecting wires to their pegboards.	2. Take a blue wire.	2 Uh-huh All right. O.K.	
		Connect Number ___. # to number ___. #	O.K. Like this?	
		Yes. No. Not like that. Like this.	Where?	
		[T repeats necessary instructions.]		
Then T shields her/his peg board from the students' view while giving them step-by-step instructions on how to duplicate the design.	Ss follow teacher's instructions and confirm or clarify in appropriate language.			
The T shows his/her board to the Ss for comparison.	Ss compare their work with the T's.	The same? Different?		
			Yes, the same. No. Not the same. Different.	

V. PROCEDURE – ACTIVITY 1: DUPLICATING PEGBOARD WIRING PATTERNS

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. Next, the T instructs one S from each group to make his/her own design.	3. Each S takes turns giving and receiving instructions.	3. [This language is for T-production only.] Take 5 wires.	3 O.K. Uh-huh. All right.	
		Put them on the board.	O.K.	
Then the T tells the S to give instructions to the other Ss in the group on how to make the designs without seeing the model. T and AT monitor groups.	Ss take turns making designs and giving instructions to other Ss, using communication Loop Language when appropriate.	Now tell your friends.	O.K. All right.	
			[instructions]	
		How are you doing?	O.K.	
		How's it going?	Good. (etc.)	
Problem Solving				
A. T gives some wires to Ss which are too short to be connected between two points on the peg board.	Ss tell T/AT that their wires are too short.		Excuse me, ________. *T's/AT's name*	
			Please look at this.	
		Yes. Yeah. What's the matter?		
			I need a (long) wire. Not good. Short. [Ss show short wires.] [etc.]	

Bataan

Communication Loop Language

Bataan
Communication Loop
Language

COMMUNICATION LOOP LANGUAGE

As much as possible, the language in the curriculum reflects natural, spoken English which the refugee may encounter in any job in the U.S. There is other language that is also common but, because of the English level of P.E.T. students, we cannot possibly teach them to understand all of the language they may hear. What we can do is give them the tools, the "coping skills", they need to find out what was said when they don't understand. This will help them to continue to learn on their own. The "coping skills" enable them to handle unfamiliar situations that will arise and are important in helping them to be successful in their encounters with Americans in the U.S.A.

WHAT:

"Communication Loop Language", also called "Feedback Language", is divided into three categories:

1. **Indicating Understanding/Lack of Understanding.**

   e.g.: OK / I don't understand.

2. **Clarifying/Confirming**

   e.g.: Which one? / (repeating what someone said)

3. **Work Being Checked/Reporting Progress**

   e.g.: How's it going? / Is this OK?
   I'm finished.

In addition to verbal language, there is also non-verbal "language" and cultural information.

The Communication Loop Language is an integral part of the Pre-employment class, although it is not written into the curriculum on a daily basis. It is up to the teacher to include this language in the class so that the learner knows when and how to use it, and uses it whenever the need arises. This language indicates that communication is taking place.

HOW:

There are two ways this language can be incorporated into the daily activities of the PET class:

a. planned into the lesson

   This takes a conscious effort on the part of the teacher during lesson-planning to create a situation where this language is necessary. This is especially important in the initial introduction of the language. It can also be in the lesson plan for the students to have an opportunity to practice the language.

b. used "naturally" in an unexpected situation that arises in the class

   The teacher would take advantage of this situation, requiring the learners to learn/practice the language. This kind of situation is especially important in the practicing of the language that has already been introduced. This is where the language becomes a part of the learner's active vocabulary.

The Communication Loop Language has been divided into four weeks (the four PV weeks). Language for PV1 should be introduced in PV 1 and incorporated into the class each day, as the need arises, until the last day of PV 4. This procedure should be followed with the Communication Loop Language designated to be taught in PV2, PV3, PV4. The non-verbal language and accompanying cultural information should be introduced and reinforced in this same manner.

For each week, the language is divided according to what the supervisor says and what the worker says. The worker/learner is not taught to say the supervisor's language (except where indicated) but rather to listen for it, understand it, and respond appropriately to it.

Key to symbols used in the pages following:

*	worker — initiated
______	underlined words — "spoken English"
[ ]	explanation to teacher; non-verbal; etc.
( )	optional, depending on level of the learners.
{ }	various ways of saying something; all should be taught, depending on the level of the learners and the situation.
←——→	mastery of both columns
<- - ->	mastery of both columns — depending upon the situation and teaching technique

NOTE: This language is currently being field-tested.
Subject to revision and leveling for A & B

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COMMUNICATION LOOP LANGUAGE

INDICATING UNDERSTANDING/LACK OF UNDERSTANDING

SUPERVISOR		WORKER
[instructions] one-step (with and without demonstration)	←--→	OK *I don't understand. *Please say that again.
Do you understand? *dj'a understand?* (OK) (You) Got it? *ya*		Yes [nod head] No [shake head]
(Do it) Like this. [demonstrate]		OK (I'm sorry) I don't understand.
[Name] [getting attention]	⟷	Yes
Come, here (please). *c'mere*	⟷	OK
		*[Name] [getting someone's attention] *Excuse me.

CLARIFYING/CONFIRMING

[instructions]
e.g.

SUPERVISOR		WORKER
Give me the box. Get me the screw. etc.	→	Which one?
This/That one. [pointing]	↙	
Which one?		This/That one. [pointing]

WORK BEING CHECKED/REPORTING PROGRESS

SUPERVISOR		WORKER
(Are) (You) Finished? *ya*		Yes [nod head] No [shake head]
How's it going? *how zit goin?*		OK I'm sorry. I don't understand. *I need a ______. [object]
That's/It's not right. (Do it) Like this. *s' not right*		OK *Is this right? *izis*
Stop! [hand up]	⟷	[worker stops] *Finished.

NON-VERBAL/CULTURAL

- Indicate "here/over there" with index finger/hand/arm motion.
"this one/that one"

- Indicate "come here" — hand waving, palm up rather than palm down or sideways as done in Asia. Sometimes the index finger is used to call someone (palm up), although this is more often done with children than adults.

- Giving/receiving something: one hand rather than two hands used. Bowing is not done.

- "Is this OK?" — Learners should check back with teacher/ supervisor after they've begun a task to be sure they're doing it right rather than finish it before checking back with the supervisor/teacher. They should also check back when they are finished.

- Saying: "Please," "Excuse me," "Thank you," and "Thanks" are very important ways of being polite.

COMMUNICATION LOOP LANGUAGE

PV2

INDICATING UNDERSTANDING/LACK OF UNDERSTANDING

SUPERVISOR		WORKER
Listen, [instructions] [2-step using "and"] *'n*	<- - - ->	uh-huh [nod head]
[with demonstration] [without demonstration]		*Again, please. *Please speak slowly *Like this?
No, not like that. Like this Unh-uh [shake head]		OK
Do you understand? *j'a understand?*		A little. *Please show me.

CLARIFYING/CONFIRMING

SUPERVISOR	WORKER
[instructions]	
e.g. Get the box. Over there. Go to the . . .	Where?
[Worker listens for *key word(s),* "over there", "Go" in the instructions. If s/he hears these, s/he doesn't ask "Where?". If s/he doesn't hear "Go", etc. and has no idea of what was said, s/he must say "I don't understand", etc.]	*What's this (in English? [pointing]
What did you say?	[repeat. See Non-verbal/cultural notes.]

BEING CHECKED ON/REPORTING PROGRESS

SUPERVISOR		WORKER
(Are) (you) finished? *are ya*		Yes uh-huh Finished. Not yet.
Tell me when you're finished. *yur*		OK
How are you doing? *How ya doin?*	<———>	OK Good. I don't understand. Like this?
What's the matter? *What-sa madder?*	<———>	I don't understand. I need a ________ . [etc.]
		*Finished. *Please look at this. [when having work checked to be sure its correct.]
Good (job/work)		Thanks.

NON-VERBAL/CULTURAL

- Nod head to show understanding. (When someone speaks to you you must show that you understand.)
- Rising intonation in an affirmative statement indicates a question.
- Respond appropriately when not understood. (i.e. Supervisor or co-worker doesn't understand refugee. Refugee/learner should repeat, use different language, use gestures, draw, etc.)
- Listening for key words is important: It's not necessary to understand *every* word spoken.

COMMUNICATION LOOP LANGUAGE

PV3

INDICATING UNDERSTANDING/LACK OF UNDERSTANDING

SUPERVISOR	WORKER
[Instructions] [multiple step, with and without demonstration.] <- - - ->	*Again, please.
(Listen) I want you to . . . [instructions] *I wan-cha ta . . .*	OK [etc.] All right.
Don't do it like that, do it like this. this	OK [etc.]
{Do you understand? *j'a understand?* You got it? *Ya got it?*}	A little. [Worker repeats what s/he understood]
[instructions]	*I understand a little. [worker repeats what s/he understood]
	*Please help me. *Like this?
Yeah.	

CLARIFYING/CONFIRMING

SUPERVISOR	WORKER
[instructions] e.g. Get the hammer.	Where?
Put it there.	Here?
(Right) there/here.	

BEING CHECKED ON/REPORTING PROGRESS

SUPERVISOR	WORKER
(Are) (you) finished? *ya finished?*	Almost.
(Is) (everything) {OK all right} ? *s' everything*	{All right. OK Good I don't understand. Like this? [etc.]}
Wait (a minute)! [hands up] <——>	
I'll be right back. <——>	OK
	*Is this OK?
(If) you have any problems, {call me. tell me.} *f'ya*	OK
What's wrong?	{I don't understand. I need a Look at this. Not good. *Broken. etc.}

COMMUNICATION LOOP LANGUAGE

INDICATING UNDERSTANDING/LACK OF UNDERSTANDING

SUPERVISOR	WORKER
[instructions]	[appropriate response]
[redirected: [i.e. Give worker one task, then before s/he is finished, tell him/her to stop and do something else. When s/he is finished, s/he should tell SV, then go back to original task.]	All right.
multiple step [using "and /then"] e.g. "Take the sponge and wash the chairs." "Get key number A4 and give it to Tuan." "Wash the chairs; then wash the windows."	*Excuse me. [interrupting] { I don't understand. Please speak slowly. I understand a little. [repeat what was understood] [etc.] }
	*I don't understand "________". [word not understood.] *What does __________ mean? [worker says word s/he didn't understand[

CLARIFYING/CONFIRMING

SUPERVISOR	WORKER
	*Did you say . . . . ? [worker repeats what was understood.]

BEING CHECKED ON/REPORTING PROGRESS

(If you have) any problems, let me know. *f'ya*	OK. All right.
What happened? ↔	(Please) Look at this. I'm sorry. (I made a mistake.) Broken. Not good. [etc.]
	*(Excuse me.) (I have a) problem.
	*(I'm sorry, (I made a) mistake.
(I'll) be back in a minute.	OK
How's it going? *How zit goin?*	All right. OK. Like this? I can't understand. Good.
(Are) You done/finished (yet) *ya*	Yes. No. Almost. Not yet. Finished.
Put it away.	OK. Where?

Bataan

Cultural Orientation Lessons

Bataan
Cultural Orientation
Lessons

Pre-employment Cultural Orientation

Bataan – Lesson 1

ORIENTATION TO THE PRE-EMPLOYMENT PROGRAM

I. COMPETENCIES COVERED

A. VESL

1. Competency 16: The student can converse in simple language about family, weather, and leisure activities.

    b. National origin and language.

B. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:

    a. Student can describe his/her responsibilities in the role of a job trainee.
    b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.

    a. Student can relate training to common entry-level jobs generally available to refugees.
    b. Given his/her employability profile, previous work experience and the current employment situation in the U.S., student can establish realistic goals.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE I (DRAWINGS) An Indochinese farmer and his wife are at home in their country, going about their daily activities: farming, tending animals, getting water, caring for children, cooking, etc.	1. Who are they? 2. Where are they? 3. What are they doing? * * * 4. Did you come from a life like this? 5. Did you live in the country [on a farm] or in the city?	Many refugees were farmers or came from a traditional rural [country] background.		
SCENE II (SLIDES) Soldiers shoot in the background. the people leave their home and run to Thailand. They wait in a refugee camp as years 1979 - 1980 - 81 - 82 - 83 pass. Then they are cleared to go to America but are first sent to the Philippines RPC. 988	1. What happened? 2. Where did the people go when they left their home? 3. How long did they stay there? 4. What did they do there? 5. Where did they go next? 6. Why did they go to the Philippines? * * *	Many people had to leave their country because of fighting, and went to another country. They were put in refugee camps where they stayed sometimes for many years. Usually, they had little activity or training. After clearance for resettlement in the U.S., refugees are sent to this camp in the Philippines. It is a special place where refugees can study before they go to live in America.		989

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
	7. Did something like this happen to you before? 8. Why did you leave your country? 9. How long did you prepare to leave? 10. Where did you go? 11. How long did you stay in that country? 12. How long have you been in the Philippines? 13. Do you like it here? 14. Why?		How long ( ) in ________? *country* Do you like it here?	________ months # years Yes No
SCENE III The refugees go to ESL and CO classes for one month, then are told by their teacher that they will go to Pre-employment classes. When they come to start their first day of Pre-employment, they're still not sure what they will study.	1. What do they study at PRPC the first month? 2. Then where do they go? 3. What do they think they will study in Pre-employment? * * *			

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
	4. What have you studied at PRPC? 5. Why do you study these subjects?	The training you receive here at PRPC will prepare you for life in America. You will continue to study English (ESL) and Cultural Orientation (CO). You'll need English to be able to talk to and understand American people when you get to the United States. Cultural Orientation teaches you about life in America and about the customs of American people.		
	6. Do you know why you have come here to Pre-employment? Do you know what you will study here?	This is a special class to prepare you for working in America. Most refugees get a job soon after they get to the United States. However, they often have a hard time on their job because they don't speak English well enough and because they sometimes don't have the basic skills needed to do their job. Remember the refugee farmers we saw in the drawings? No English, no American job skills. This program is called Pre-employment Training or P.E.T. In it we will teach you language that will help you on the job in America and some basic skills needed at work or in your daily life in the U.S. We will also give you more information about working in America to add to what you learn in your other classes.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
		You will not learn difficult skills like mechanics or carpentry, but rather basic skills such as counting, measuring, organizing things, putting things together, using pictures and diagrams, and following schedules. The language is also very important. We will practice the simple language of following instructions because in most jobs, you'll have to follow instructions, i.e., understand what must be done when someone tells you to do something. We'll practice using language in practical situations while doing work activities. Sometimes your teacher might act like an American work supervisor and speak quickly or tell you something only once. We'll teach you how you can communicate with your supervisor to get done quickly and correctly, how to communicate with the other workers, and also how you should act on the job in order to get along with everyone. You will study P.E.T. for four weeks. First, you will study ESL and CO in your class for four weeks, then study P.E.T. for one week; then you go back and study ESL and CO for four more weeks, then come		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
		back to another week of P.E.T., etc. After you finish all your classes, you will get a certificate. [Follow with specific information on class times, attendance requirements, other policies and procedures, etc.]		

Pre-employment Cultural Orientation

Bataan – Lesson 2

JOBS FOR REFUGEES IN AMERICA

I. COMPETENCIES COVERED

A. VESL

1. Competency 14: The student can identify and introduce him/herself and others.
    a. Identify and introduce him/herself and others.
2. Competency 16: The student can converse in simple language about family, weather, and leisure activities.
    b. National origin and language.

B. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
    b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
    a. Student can relate training to common entry level jobs generally available to refugees.
    b. Given his/her employability profile, previous work experience, and the current employment situation in the U.S., student can establish realistic goals.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
Materials: Slides: Entry level Jobs				
SCENE I (DRAWINGS) Farmers flee as refugees. From their first refugee camp, they go to the Philippines. Then they fly to the U.S.	1. Who are these people? 2. Where do they go?			
SCENE 2 In the United States the refugees go to a job placement office and talk to a counselor. S/he asks them about their backgrounds, experiences and skills.	1. Where are they? 2. Who is the man? 3. Why are the refugees here? 4. What do you think the people are talking about? 5. What did they do in their country? 6. What skills do they have? What can they do?	Refugees need to work at a job after they get to the U.S. They can get monetary help from the government (welfare) for a short time, but it's not enough. A job that pays a wage is necessary to buy food and clothing and to pay for housing. Some states have job placement Centers run by the government or by private agencies, but many places have no special service for helping refugees find jobs.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
	7. What did you do in your country? Did you have a job?	[Find out the previous occupation of each student.]	What did you do in your country?	Farmer *Occupation*
			Did you have a job?	Yes, ______. *Job* No.
	8. What skills do you have? What can you do?	[Ss may give specific skills; they may say they can do something.] Everybody can do something. People have many skills learned in their village, on the farm, at the home, school or on a job. The farmer we saw can do many things.	What can you do?	I can cook. *skill*
	9. What skills do you have that can help you get a job in America?	Not all your skills can help you get a job in America. Sometimes it's hard even for refugees with very good skills to find a job because jobs are scarce or because your skill may not match the jobs that are available. But even if you don't have a skill needed by a local employer, you can still find a job. The work may be hard and long and the pay may be low, but it's important to work. You will have a chance to move from your first job to a better job when you have some experience and a good work record.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
	10. What kind of job do you want in America? What kind of job do you think you can get?	[Ss may give specific jobs, which may or may not be attainable, or they may say that they don't know what jobs there are in America.] In America, there are many, many kinds of jobs but not all are open to refugees, because refugees usually lack American job skills, work experience, education and English language ability. Even for Americans now it's hard to find a job; many people are looking for work. The jobs open to refugees usually depend on the area where they go to live. In many big cities, there are jobs open for factory workers, as in a shoe factory or a furniture factory. There are sewing and clothing factories. There are also assembly factories where workers make things by putting pieces together, such as parts for radios and televisions. There is packing work (putting things in boxes or bags or cans); stock room work (getting things and putting things away). cleaning work (sweeping floors, washing windows); housekeeping (cleaning rooms); laundry work (washing clothes); restaurant work (carrying dishes, helping the cook); and outdoor work of many kinds. These are some examples of the kinds of jos refugees get in America.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
		[SLIDES: T discusses slides one-by-one and answers questions students may have.]		
	11. How can you learn how to do these jobs?	Now you are studying in the Pre-employment Training Program where we prepare you for working in America. We can't train you in a particular job because we don't know what kind of job you will get in the U.S., but we will teach you skills and language you can use in any job. Later when you have a job, the company will teach you how to do it.		
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Pre-employment Cultural Orientation

Bataan – Lesson 3

STAFF POSITIONS, RESPONSIBILITIES AND RELATIONSHIPS

I. COMPETENCIES COVERED

A. VESL

1. Competency 1: The student can follow simple directions.
    - a. Follow one-step direction.
        - 1. To start a task.
2. Competency 12: The student can read workplace signs.
3. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
    - a. Greet supervisors and co-workers.
4. Competency 14: The student can identify and introduce him/herself and others.
    - a. Identify and introduce him/herself and others.
    - b. Introduce him/herself and others.
5. Competency 16: The student can converse in simple language about family, weather, and leisure activities.
    - b. National origin and language.

B. Cultural Orientation

1. Competency 3: Students understand importance of rules and procedures common to the workplace.
    - a. The student can identify strategies for clarifying workplace rules, policies and procedures.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
SCENE I A refugee has been hired to work on the first day. S/he goes to the office and talks to the secretary. S/he asks to see Mr. Jensen, the personnel manager who interviewed him/her before. S/he calls the manager and he takes the new employee into the shop and introduces him/her to to the work supervisor.	1. Where is the refugee? 2. Who does s/he talk to first? 3. Who does the manager take him/her to see?	Big companies have a Personnel Manager who interviews and hires workers. The Personnel Manager works in an office.	May I help you?	Mr. Jensen.
SCENE 2 The supervisor talks with the worker a little, then takes him/her around the factory and shows him/her everything. S/he explains what all the workers do.	1. Where does the supervisor take the worker? 2. What does s/he show him/her?	A supervisor is in charge of the work operation. S/he is the leader of all the workers and tells them what to do.	What's your name again? Where are you from? How long have you been here?	______ *name* ______ *country* ______ *months*

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 3 (con't.) The supervisor shows the worker important places: the stockroom, the tool room, the restroom, the lounge, the vending machines, the office. Then s/he takes the worker to the place where s/he will work and introduces him/her to a co-worker named Joe.	3. What places does s/he show him/her?	A new worker should learn the location of important places: stockroom = room where stock or supplies are kept. tool room = room where tools are kept for workers to check out and use on the job. restroom = bathroom. lounge = room for workers to sit and relax in. vending machines = machines that sell food or drinks. office = where the secretaries and managers are.	[LITERACY:] STOCKROOM RESTROOM MEN WOMEN OFFICE	
		When you are introduced to someone, you should call them by the name given. You should call important people by Mr./Mrs./Miss and their last name; you call co-workers or other people at your level by their first name only.	Joe, this is Huong. *name* *name* Nice to meet you, Huong. *name* [Shake hands]	
		American co-workers will want to call you by your first name only. Your name may be very hard for them to pronounce, so some people will want to give you a short name or an American name. If you don't like the nickname you can teach them how to pronounce your name. You might also give an easier way to pronounce your name.	How do you spell that, Huong *(name of refugee)* [mispronounced]	Excuse me. My name is Huong *name* [pronounce name clearly] H-U-O-N-G My name is Huong. Call me Hung.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 3 Joe talks to the new worker and explains the work s/he will do. He also introduces him/her to the other workers. He takes him/her to a work station and has him/her work with a man named Charlie. Then he leaves, saying he will come back later. Charlie then shows the new worker what to do.	1. What does Joe's position seem to be? 2. What does he do with the new worker? 3. Who is the other man? 4. How will the refugee learn the job?	You will usually learn how to do a job by working with a co-worker. This worker has experience and knows the job well. Same factory work groups have a work leader (lead man/woman). Workers who have experience, are good workers and are very responsible, can move up to become leaders or even supervisors. As a worker, you would talk to a work leader when you have a question or problem about the work. You would talk to the supervisor about more serious problems concerning your job or your leader, and about your days off, being late or absent.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 4 Later the supervisor comes back and talks to the new worker. S/he tells him to go to the office and talk to the secretary. S/he has to fill out some papers. The refugees goes to the office and talks to the secretary. S/he wants him to fill out a lot of papers: information forms, tax forms, insurance forms, etc.	1. Where does the worker go? 2. Why? 3. Who does he talk to? 4. What kind of papers does he fill out?	Most offices have a secretary. This is a person who takes care of papers and information in the office. You, as a worker would talk to the secretary about any kind of paperwork and about pay problems. When you call in sick, you talk to the secretary. For every job you have to fill out papers. The forms are a record of information about you (for example: your social security number, your home telephone number, the name and phone number of a person to call in case you have an emergency at work: tax forms with information for the government tax office; insurance forms which show information about the health of those insured).	Go to the office. Talk to the secretary.	

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ATTENDANCE

I. COMPETENCIES COVERED

A. VESL

1. Competency 3: The student can provide feedback on performance of a task.
    - f. Acknowledge and apologize for mistakes, poor performance, being late or absent.
2. Competency 8: The student can request permission and give reasons for being late or absent.

B. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
    - a. The student can identify strategies for clarifying workplace rules, policies and procedures.
    - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

CO/B/4 WORKSHEET

TIME CARD

NAME: ______________________

ID NUMBER: ____________________

DAY	MORNING		AFTERNOON		EVENING	
	IN	OUT	IN	OUT	IN	OUT
MON						
TUE						
WED						
THU						
FRI						
SAT						
SUN						
MON						
TUE						
THU						
WED						
FRI						
SAT						
SUN						

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
Situation I Scene I It's 7:45 a.m. and workers are coming in to work. They punch in at the time clock and go to their work area. More workers punch in until 8:00.	1. Who are these people? 2. What are they doing? 3. What is that machine? 4. Why do they do this? * * * 5. How do companies in your country keep a record of workers' attendance?	Companies in the United States, especially factories, use time clocks to record the attendance of their workers. The time clock records the exact time you come and leave.		
Scene 2 At 8:10 a refugee worker comes in and goes to the work area. The supervisor sees him/her, frowns, and goes to talk to him/her.	1. What time does the refugee worker come in? 2. Who is that man? 3. What is his reaction? * * * 4. In your country what would happen if a worker came in late?	You must go to work on time everyday. If you're late, the supervisor will talk to you. You might have to explain why you're late. If you're late the company can deduct money from your pay. Even if you're only 5 or 10 minutes late, you may lose a quarter or half-hour's pay.	You're late. (What's the matter?)	I'm sorry. I'm late. (I missed the bus) (etc.)

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
Situation 2 Scene 1 It's 7:50 and workers are punching in. A refugee worker comes in takes his/her card, puches it and puts it on the "IN" side. Then s/he looks to see if anyone is watching, takes another time card and punches it in, then goes to his/her work area. There are four work stations but only three workers are present. The supervisor walks by and notices that a worker is absent.	1. What's happening here? 2. What does the worker do? 3. Why does the worker punch in two cards? 4. What does the supervisor notice?			
Scene 2 At 8.15 a refugee worker comes in quietly and goes to the empty work station. S/he sees the other refugee worker and smiles. The supervisor comes by, sees the worker, then goes to the time clock. He checks the worker's card, looks at the clock, and frowns, then goes and tells the worker to go over to the time clock with him/her. There s/he shows the worker the card and speaks to him/her sharply.	1. What time does the worker come in? 2. Why doesn't s/he punch in? 3. Why does the supervisor check the time card? 4. What's going on with the two workers? * * * 5. Do you think it's all right to punch in for someone else?	You cannot punch in for someone else. This is considered dishonest; if you do it more than once, you will probably lose your job.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
Situation 3 Scene 1 A refugee wakes up in the morning and is very sick. He looks at the clock and it's 7:15, time to leave for work. S/he gets up but feels sick and goes back to bed.	1. What's happening here? 2. Does s/he go to work?			
Scene 2 It's 8:30 a.m. Workers at a factory are at their work stations. Four workers are in a line, but there is an empty place among them. The supervisor sees this and checks the time cards. All are on the IN side except one still on the OUT side. S/he frowns, then goes and tells the workers to move over and work faster.	1. What's the matter here? 2. Why does the supervisor check the time cards? 3. What does s/he tell the other workers?			

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
Scene 3 The next day the refugee worker comes in to work and punches in. The supervisor sees him/her and talks to him/her somewhat angrily.	1. Why is the supervisor mad? 2. What should the worker have done?	If you are sick and cannot go to work you must call and tell your supervisor. There is work that must be done; the absence of even one employee may mean a loss to the employer. Sometimes when a worker is sick a temporary worker will be hired for the day to take his/her place.		
Retake/Scene 1 The refugee is sick at home. S/he calls the company to let them know.			Hello. All right. Thank you.	Hello. My name is ______ . I'm sick. I'll stay home today.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
Situation 4 Scene 4 It's 7:30 a.m. A refugee is at home with his family. His/her daughter is sick and s/he wants to take her to see the doctor. S/he calls in to the company where s/he works and talks to a secretary. The secretary then tells the supervisor, who looks displeased.	1. What's the problem? 2. Does s/he call his company? 3. What was the supervisor's reactions? * * *	If you will miss work, you must have a good reason. You should miss work only if you are sick. The company allows a certain number of sick days a year for each employee. For example, if you are given 8 sick days, you can stay home sick for 8 days with pay. If you are sick more than 8 days and stay home, you will lose money from your paycheck. Often an employee requires a doctor's written statement saying that you are sick if you stay home more than three days.		
	4. In your country, is it all right to miss work if someone in your family is sick?	Usually American companies do not permit workers to miss work because of family problems. If someone in your family is sick, you are still expected to go to work. You can miss work only for emergencies. The company is interested first in your job and is not interested in your family matters.	Hello.	Hello. My name is ______ . /I won't come today./ My daughter is sick. I'll take my daughter to the doctor.
	5. Do you think these are good reasons to miss work?		OK.	
	1. My wife has a stomach problem.	1. — no		
	2. My brother is coming to visit and I have to pick him up at the bus station.	2. — no		
	3. I want to go to the automobile department to apply for a driver's license and the office is only open during my work hours.	3. In this case you can go on lunch time, or you can ask the supervisor for permission to leave one or two hours early one day.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
	4. My baby is unconscious and I want to take her to the hospital.	4. Yes, emergency problems such as this are more important then work; even if it's not possible to call the company, your supervisor will understand (but always call when you have a chance).		

Pre-employment Cultural Orientation

Bataan – Lesson 5

SHOP RULES, SAFETY

I. COMPETENCIES COVERED

A. VESL

1. Competency 1: The student can follow simple directions.
    - b. Follow one-step directions.
    - c. Follow multiple-step directions to perform a task.
    - d. Follow directions in use of hand or power tool.
2. Competency 12: The student can read workplace signs.
    - a. Read common workplace signs.
    - b. Read safety signs.

B. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
    - a. The student can identify strategies for clarifying workplace rules, policies and procedures.
    - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.
2. Competency 6: Students understand importance of taking responsibility for their own and others safety on the job.
    - a. Given sample pictures of worksites, students can identify safety hazards.
    - b. Given a dangerous situation, students can identify an appropriate action to be taken.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
Materials: Slides on workshop safety SCENE I *[1] A refugee worker is at work helping a carpenter who is training him. [2] The carpenter needs a hammer (makes a hammering motion) and tells the refugee to go to the tool room and get it. [3]	1. Who are these people? 2. What are they doing? 3. What does the carpenter tell the refugee worker to do?	A worker who is learning a job may first help an experienced worker. His/her job might be to get what the senior worker needs and to clean up the work site.	Get a hammer. *item*	O.K.
SCENE 2 [3] The worker goes to the tool room and asks the clerk for a tool. [4] The clerk asks him, "What size?" (holds out hands measuring small, medium, large). The refugee doesn't know. The clerk looks annoyed. The refugee goes back to the carpenter.	1. Where does the worker go? 2. What is a tool room? 3. What problem does the worker have? 4. Why was the clerk annoyed?	In many jobs where tools are used, such as garages or machine shops, the tools are kept in a tool room. Workers go there to get the tools they want to use. Tools and other equipment come in various sizes. In looking for or asking for a tool, you must know the size that is needed.	How big? What size?	I don't know.

*Bracketed number indicates slide number and slide change.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 3 [5] The worker goes back and asks the carpenter, "What size?" The carpenter tells him (show hand gestures again), and he returns to the tool room. [6] He asks the clerk for the tool; [7] s/he gets it and gives it to him. [8] He takes it and starts to leave but s/he calls him and has him sign [10] the check-out list. Then he takes the tool to the carpenter.	1. Why does the worker stop and go back? 2. Why does he have to sign his name?	There is a certain procedure to follow in checking out equipment from a tool room. Usually you have to sign your name or your initials when you check out equipment In this way, the clerk knows who has the tool.	Hey! Stop! Sign here!	
SCENE 4 [9] The carpenter takes a wooden board and gives it to the refugee worker. He tells him to saw it with a saber saw.	1. What does the carpenter want the worker to do? 2. Where does the worker go?	Many workshops have machines that the worker's use in doing their jobs.	LITERACY: ON OFF PUSH START STOP	

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*Bracketed number indicates the number and slide change.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
[10] The worker goes over to the machine, turns it on, and starts sewing the part. [11] The supervisor walks by and sees him, and yells at him, telling him to put on safety glasses. [12] The worker turns off the machine, [13] goes over to the wall, takes a pair of safety glasses and puts them on. Before he starts the machine again, [14] the supervisor tells him to roll up his sleeves, which are loose and hanging down. [15] The worker rolls up his sleeves and then turns on the saw and works. The supervisor tells him not to forget and walks away.	3. Why does the supervisor yell at him? What does he tell him? * * *	Everybody that has machines or other dangerous equipment has strict safety policies. There are procedures for using machines and equipment that must be followed. The company does not want its workers to get injured. An injury could mean that the worker will miss work and that the company would have to pay for the insurance costs.	Hey! Put on glasses! Roll up your sleeves.	Sorry.
	4. In your country, how does someone tell another person that he doesn't like something that person is doing? At work, would it be the same?	Americans, especially work supervisors, usually tell people very directly when they don't like something or if they have some criticism to make. It may seem impolite to you, but this is the American way. Don't take it personally; it's not that they don't like you, but rather that they don't like what you're doing.		

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*Bracketed number indicates slide number and slide change.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
		(SLIDES ON WORKPLACE SAFETY) Safety procedures include: 1. Wearing safety equipment when operating a machine or when doing work that requires protection, for example: construction worker must wear gloves and hard hats. 2. Being careful around machines and moving parts. You cannot wear loose clothing, loose hair rings, or other jewelry. 3. Using machines and tools correctly and safely. 4. Using electrical equipment safely, for example: don't put too many plugs in one socket; don't use a frayed or worn cord; don't use electrical tools around water. 5. Keeping the workshop safe for other workers by not creating hazards, for example: don't leave sharp or dangerous material lying around where someone could hurt themselves; don't leave grease or oil or water on the floor; don't string an electrical cord out where someone could trip on it.	LITERACY: DANGER CAUTION	

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
	6. Do you think workplaces in your country are as strict as this? For example: do employers require construction workers or machine operators to wear safety equipment?	Workers must also know the location of safety equipment such as fire extinguishers and first aid kits, fire doors and emergency exits.	LITERACY: FIRE EXTINGUISHERS FIRST AID KITS EMERGENCY KITS	
SCENE 5 [17] It's 4:30. A bell rings to signal clean-up time. [18] All the workers stop working and start to clean-up. [19] The carpenter tells the worker to take the tools back. The worker picks up the tools, cleans them off, and takes them over to the tool room. [20] He then hands the tools to the clerk. [21] The clerk checks off the list. [22] The worker starts to leave but the clerk asks him for a tool he didn't bring. [23] The worker has to go back and find it. [24] He then returns it to the tool room.	1. Why did the bell ring? What does it mean? 2. What is the worker doing? 3. What does he do before he returns them? 4. Why does he stop? What does the clerk tell him?	Workshops and factories usually have a specific clean-up time at the end of the work day. There may be a bell or someone may tell workers to clean-up or maybe everyone knows the clean-up time and watches the clock. You must return everything you borrowed. If something is missing, you might have to pay for it. For this reason, many workers do not like to lend their jobs to other workers. If that person does not return it, the person who signed out the tool is responsible.	Clean-Up. Wait!	

1043

1044

Bataan – Lesson 6

PAY

I. COMPETENCIES COVERED:

A. VESL

1. Competency 9: The student can use numbers.

   g. Read and verify pay figures.

B. Cultural Orientation

1. Competancy 3: Student understand importance of rules, policies and procedures common to the workplace:

   a. The student can identify strategies for clarifying workplace rules, policies and procedures.
   b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

STUDENT HANDOUT

Payroll Stubs

Name	**I.D.**	**Pay date**	
Nguyen Duc	585-23-4963	03/04/83	
DEDUCTIONS			
Fed. With. Tax	**F.I.C.A.**	**State. With. Tax**	**Health Ins.**
30.00	15.00	10.00	5.00
GROSS PAY	$250.00	**NET PAY**	$190.00

Name	**I.D.**	**Pay Date**	
Cao Nguyet	212-56-8325	03/18/83	
DEDUCTIONS			
F.I.C.A. 20.00	**Fed. With. Tax** 45.00	**State with. Tax** 12.00	**City with. Tax** 8.00
GROSS PAY	$365.00	**NET PAY**	$300.00

Name	**I.D.**	**Pay Date**	
Tran Huy	494-58-5277	03/27/83	
DEDUCTION			
F.I.C.A. 6.00	**Fed. Withheld** 14.00	**Health Ins.** 1.00	**Pension** 0.75
GROSS PAY	$175.00	**NET PAY**	$154.25

Name	**I.D.**	**Pay Date**	
Le Be	318-99-1131	03/05/83	
DEDUCTIONS			
FICA	**Fed. Withheld**	**Disability**	**Health Ins.**
45.00	75.00	32.00	23.50
GROSS PAY	$635.00	**NET PAY**	$459.50

Note to the teacher:
There have been several mistakes placed on this sheet for students to find.

Adapted from **English For Your First Job**, Gage, Prince, Fuller and Rygg-Nordell, 1980, Office of the Superintendent of Public Instruction, State of Washington

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
SCENE I Workers come in to work in the morning and punch in at a time clock. The sign above the clock says "Today is Thursday, July 31." A supervisor comes and takes all the cards from the rack, sits at a desk and works with the cards.	1. What are the workers doing? 2. What is the date? 3. What does the supervisor do? 4. What do you think s/he is doing with the time cards?	Workers' attendance is usually recorded by a time card or time sheet. Workers usually work 40 hours a week if they are full-time, less than 40 if they are part-time. For hourly workers, pay is determined by the number of hours worked in a week. At the end of every week, two weeks or one month, the supervisor will add up the number of hours each employee has worked according to the time shown on the time card. This total determines the worker's pay.		
SCENE 2 A worker comes in late (a clock reads 8:10) and "punches in." A supervisor comes and talks to him, taking his/her time card and pointing to it, to 8:10 and to 8:30 on the clock.	1. What time does the worker punch in? 2. What do you think the supervisor is talking about?	If you miss work by coming in later or leaving early, you will not be paid for that time. Often if you miss 10 or 15 minutes, you lose 30 minutes pay. You are paid according to the time recorded on the time card or time sheet. However, you are not paid extra if you come in early or leave after quitting time. Some workers, usually those in full-time, higher level jobs, are not paid by the hour. They have a monthly salary and usually don't have to use a time clock.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
			LITERACY: READ	LITERACY: WRITE
SCENE 3 Workers are at their work stations. A supervisor comes around with a bunch of envelopes in his/her hand. S/he passes them out to the workers and has them write on a piece of paper.	1. What does the supervisor give to the workers? 2. What do you think they write on the paper?	Workers are paid once a week, once every two weeks, or once a month. A supervisor may hand them their pay or they may have to go to an office and pick it up. They usually have to sign their name or write their initials to show that they received the money. Workers are paid by check, not in cash. Money is given to workers when they "cash" their check, usually at a bank. Some companies mail pay checks to the workers' houses instead of paying workers at the job site.	________ *own name*	________ *own name (sign)* ________ *own initials*
SCENE 4 Two workers receive their pay checks and compare them. One worker, newer on the job, sees that the other worker receives more pay, and doesn't understand.	1. What are they looking at? 2. Why does the worker look confused?	There are pay levels which determine how much workers are paid. A worker's pay can increase after he has worked a certain time or when he advances to a higher level job. Raises are sometimes automatic; workers are sometimes given a raise after 6 months or one year of work. In some companies raises are not given according to the length of time worked; the worker has to ask the boss for a raise. Usually workers receive a raise once a year.		I need a raise.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
		A worker can be promoted to a higher level job after s/he has worked at his/her job for a certain amount of time, knows the job very well and is a good worker and a responsible employee. Promotions also depend on whether or not there is a position open for a higher level person.		
SCENE 5 A worker goes to the office, picks in his/her paycheck from the secretary and initials the list. S/he looks at the check and is surprised. S/he figures his/her pay when s/he gets home: $ 3.35 x 40 $134.00 x 2 Received: Earned $268.00 $217.53 and looks confused.	1. What does the secretary give the worker? 2. What did the worker do after the secretary gave him/her the check? 3. Why do you think s/he was surprised? 4. What do the numbers mean?	The amount on a worker's paycheck is always less than the total pay the worker earned. This is because taxes and other payments such as social security and insurance are deducted. The amount deducted can add up to 10% to 20% of a worker's pay. Workers should find out what these deductions are and how much money is taken from their paycheck for each deduction.		

Pre-employment Cultural Orientation

Bataan – Lesson 7

TRAINING AND JOB PERFORMANCE

I. COMPETENCIES COVERED:

A. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:

   b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:

   a. The student can identify strategies for clarifying workplace rules, policies and procedures.
   b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

3. Competency 7: Students understand that work habits and decisions affect present and future employment prospects:

   a. Students can state the components of a good work record.
   b. Students can state possible consequences of losing (being laid off or being fired), changing or quitting a job.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 1 A supervisor is showing a new refugee worker around the factory. S/he is showing him/her the different types of work assignments. First they see several workers working together at tasks individually. Then they see workers working together as a team on a joint task. Then they see an assembly line where a piece of work is passed along the line from one worker to the next.	1. Who is the refugee? 2. Who is the man? 3. What are they doing? 4. How are these workers doing their jobs? 5. How are these workers doing their jobs? 6. How are these workers doing their jobs?	New employees are shown around the workplace before they start their job. A supervisor or another worker may do this. There are several types of work assignments. Some workers work alone at their job; others work as a group or team. There are employees on the assembly line. On the line, an item passes from one worker to the next; each worker adds a part or performs an operation before the item moves to the next worker. This system is used in producing a large number of identical items quickly and with accuracy.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
SCENE 2 The supervisor assigns the new worker to the assembly line. S/he stands next to a worker and watches him/her do the job. Then s/he does the work him/herself and the co-worker watches him/her.	1. Where is the new worker going to work? 2. How does s/he learn the job?	New workers are trained to do their jobs. Usually, another worker will show them.		
SCENE 3 The co-worker leaves and now the refugee is alone on the line. S/he works very slowly; the parts begin to pile up behind him/her. At lunchtime, the supervisor talks to him/her.	1. How is the new worker doing? 2. What problem does s/he cause? 3. What do you think the supervisor said to him/her?	Workers on an assembly line must work at a steady, accurate pace because everyone is passing work along to the next person. Usually, the speed of the work is set by automatic conveyor belts moving parts systematically from worker to worker.	Too slow. Faster. Hurry up.	

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 4 When s/he return to work, the supervisor assigns him/her to do individual work at a work station. His/her job is to take items from one box, do something to them, and put them in a box in front of his/her. S/he watches another co-worker who teaches him/her by having her/him do the task side by side with him/her.	1. What is the worker's new job? 2. Is s/he working alone or in a group? 3. How does s/he learn the job?	Workers are often trained to do a job by working alongside another worker and doing the task step-by-step together.		
SCENE 5 Near the end of the day the new worker is working at the station with 2 co-workers standing along side watching. S/he is working slowly. The other workers next to him/her have produced much more. The supervisor comes around with a checklist. S/he checks the work of the other workers: s/he gives back some items to the workers saying "no good," then counts the good ones.	1. How is s/he doing now? 2. What is the supervisor doing? 3. Why does s/he give some things back to the workers? 4. What is s/he counting?	In a factory, worker performance is usually judged on standards of time and quality. It is necessary to work at a certain speed and the work must be well done. One worker is often compared to another worker in terms of output.	No good. Not good.	

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 5 (con't) When the supervisor comes to the worker s/he checks his/her work; s/he returns many that are not good, only a few have been done correctly. S/he looks sad. The supervisor smiles and says, "That's all right." His/her co-worker pats him/her on the back, and smiles.	5. What does he think about the new worker? 6. How does the new worker feel?	Everyone knows it takes time to learn a job; you can't be very good on the first few days. The company will give you time to learn your job.		
SCENE 6 A worker comes in to work early, punches in, goes to his/her work station, and works hard. Later, as s/he is working, two supervisors come by and watch him/her work. They look at each other and nod approval. One asks the worker to follow them to the office. In the office they shake hands and promote him, pinning a supervisor's pin on his/her shirt. 1061	1. Does this person seem like a good worker? 2. Who are the two people who match him/her? 3. What do they think of him/her? 4. What do they do to the worker? 5. Why did they give him/her a promotion? 6. What do you think is necessary to get a promotion? 7. Do you think all good workers get promotions?	If you are a good worker, there is a chance that you can move up in your job. You could get a raise in pay or move into a higher level job. Not every good worker gets a promotion, however. Being a good worker means working hard and doing a good job, but it also means coming to work on time, not being absent frequently, being cooperative with supervisors, and having good relations with other employees. By being a good worker at every job you have, you can establish a good work record, and it will be easier for you to get another job. If you are not a good worker and don't have a good work record, it will be hard for you to get ahead and to get better jobs.		1062

Pre-employment Cultural Orientation

Bataan – Lesson 8

COMMUNICATION ON THE JOB: GIVING FEEDBACK

I. COMPETENCIES COVERED:

A. VESL

1. Competency 5: The student can ask for clarification
    - a. Indicate lack of understanding.
    - b. Ask for clarification.
    - c. Ask for repetition of demonstration.

B. Cultural Orientation

1. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
    - a. Given the following situations on the job, student can select from various alternatives the most appropriate action:
        1. unclear directions
        2. redirection in task
        3. being unable to carry out a given task
        4. negative feedback from supervisor or co-worker
        5. something goes wrong on the job
    - b. Student can give examples of situations in which it is appropriate to interrupt a co-worker or supervisor.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 1 An American supervisor is talking to an Indochinese worker. S/he's giving the worker directions and tells him/her: "Take those boxes to Joe." The Indochinese worker smiles and says nothing. The supervisor hurries away. The refugee does nothing.	1. What is happening here? 2. Who are these people? 3. Where are they? 4. What did the supervisor tell the worker? 5. What did the worker say? 6. What didn't he do?			
SCENE 2 Later, on the other side of the room, Joe, an American worker, tells the supervisor he needs boxes. The supervisor looks angry, goes to the Indochinese worker and yells at him/her.	1. What did Joe tell the supervisor? 2. What was the supervisor's reaction? 3. What did s/he do? 4 What do you think s/he said to the worker? 5. What did the worker do that was wrong?	When Americans request something of another person they usually let each other know that the request was understood. This is especially true when a supervisor gives instructions to you. If you don't understand, but say nothing, your supervisor will think s/he was understood. Your lack of understanding may cause you to make a mistake and waste worktime. The supervisor may become annoyed with you.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
SCENE 3A The supervisor tells the refugee worker, "Take those boxes to Joe." The worker says, "Sorry, I don't understand." The supervisor explains again and the worker says "OK, now I understand? the supervisor says, "Good," smiles and leaves. The worker takes the boxes to Joe.	1. What did the worker say? 2. Was the supervisor mad? What did s/he do? 3. Did the worker understand the second time?	When you're at work, Americans will not get mad or laugh at you if you say that you don't understand. In fact, they want you to tell them because then they can explain again and make sure you will do what they want you to do.		(Sorry.) I don't understand. What? What did you say?
SCENE 3B The supervisor tells the refugee worker, "Take those boxes to Joe." The worker responds, "OK." These boxes?" "How many?" "To Joe?" "Where is Joe?" [etc. — see RELATED LANGUAGE]. The supervisor answers and leaves. The worker takes the boxes to Joe.	1. What did the worker say? 2. Why did s/he ask the questions? 3. What did the supervisor think?	When you understand you also should say something such as "ok " or "all right". Then the supervisor knows you understand and s/he won't worry that you will make a mistake. If you think you understand, but you want to be sure, you can ask other questions repeating what was said or asking for more information.	Take these boxes to Joe. Yes. All. 5 to 20 Yes. That's right. Over there. In the office. In the stockroom. Outside. Inside.	Ok. All right. These boxes? How many? To Joe? Where is Joe?

Pre-employment Cultural Orientation

Bataan – Lesson 9

MAINTAINING GOOD RELATIONS ON THE JOB: GREETINGS, SMALL TALK

I. COMPETENCIES COVERED:

A. VESL

1. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
    a. Greet supervisors and co-workers.
    b. Initiate and respond to farewells.
2. Competency 14: The student can identify and introduce him/herself and others.
    a. Identify and introduce him/herself and others.
    b. Introduce him/herself and others.
3. Competency 16: The student can converse in simple language about family, weather, and leisure activities.
    a. Family
    b. National origin and language
    c. Living situation
    d. Leisure time

B. Cultural Orientation

1. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:
    a. Student can give examples of ways to establish rapport with supervisors and workers.
    b. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace.
        1. your boss is angry.
        2. a co-worker is angry or seems unfriendly.
        3. a co-worker who is your friend leaves the job.
        4. you feel isolated.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
Situation 1 SCENE 1 American workers are coming in to work in a factory. It's 6:45 and they are punching in. They are talking among themselves.	1. What is happening here? 2. Who are these people? 3. Where are they? 4. What are they doing? 5. What do you think they're talking about? * * * 6. In your country, do people like to talk to each other? At work too?	In any country people like to talk to each other. In America it's the same. You'll see friends and co-workers talking to each other. This is considered a friendly and polite thing to do.		
SCENE 2 A refugee worker enters, takes his/her card and punches in. The Americans look at him/her but s/he doesn't look at them or talk to them. This happens every day for two weeks. One day, as s/he goes past, they stop talking and look at him/her with a frown.	1. Who is the person who comes in? 2. What does s/he do? 3. What does s/he say? 4. How do the Americans react? 5. How do you think they feel? 6. Why do you think the refugee doesn't talk to the Americans? (elicit possible reasons from students)	Americans usually expect people to say hello and to talk to other people. If a person doesn't do this, he or she is considered not to be friendly or polite. Some possible reasons: 1. the refugee doesn't speak English well. 2. the refugee is a quiet person and doesn't talk much.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
		3. the refugee is unhappy today or has some problems and doesn't want to talk. 4. it's too early and s/he doesn't feel like talking yet. 5. talking or not talking is not important to the refugee — s/he just doesn't think about it. 6. the refugee wants to work hard and doesn't want to stand around and talk. 7. the refugee doesn't feel comfortable in the factory and only wants to go to his/her work station and do his/her work. 8. the refugee doesn't feel comfortable around Americans: strange people, culture, language. 9. the refugee doesn't like Americans. 10. the refugee doesn't like these people. 11. (etc.) So we see, there could be many reasons why the refugee doesn't talk to them.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
	7. What do you think the Americans think is the reason the refugee doesn't talk to them?	But now try and think what the Americans are thinking. 1. they might think that the refugee doesn't like them. 2. they might think that the refugee is unfriendly. 3. they might think that the refugee is strange. 4. they might think that the refugee doesn't speak English. 5. (etc.) This is what the Americans might think in this situation. And because most Americans have had little experience with refugees or other foreign people, some might then think that all refugees are strange, are unfriendly, don't like Americans or don't speak English.		
	* * * 8. Do you expect other people to talk to you sometimes? What is your reaction if they don't talk to you?			

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
Situation 2 SCENE 1 (same as Situation 1, Scene 1)				
SCENE 2 Americans are talking among themselves and a refugee worker comes in. S/he smiles and says hello. They look over their shoulder, say "hi", and go back to their conversation. The refugee looks at the group sadly and then turns and walks away.	1. What does the refugee do when s/he comes in? 2. What do the Americans do? 3. How does the refugee feel? 4. Why do you think they don't talk to the refugee?	This is another situation that could happen. Some possible reasons: 1. They might be thinking only about their conversation. It's very interesting and they want to continue. 2. They might think the refugee wouldn't understand the things they are talking about. 3. They might think the refugee doesn't speak English well. 4. They might not want to take the time to be friendly to refugees. 5. They might be unfriendly or impolite people.	Hi. Hello.	

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
		6. They might not like refugees. 7. They might not like this particular person. 8. (etc.) There could be many reasons to explain this situation. Remember that Americans have different customs than yours and that they will see you as a stranger. You should try to be friendly: smile, say hello, talk to other people. (See Related Language.) Even if your English isn't very good, try to say something. Usually if Americans see that you are trying to speak and that you want to be friendly, they will talk to you and also be friendly. There are, however, some Americans who have a bad opinion of refugees, even if they don't know any refugees. Some Americans don't understand foreign people or look down on them. Sometimes they think the peoples' language seems strange, or they don't like people who are not the same color or race as their friends, and family. Other Americans don't like refugees because they think they get more money from the government and take		Hi. Hello. How are you? (How are you doing?)
			Fine, thank you. And you?	
				I'm fine. Bye. Goodbye. (See you later). tomorrow Monday *day*

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
		jobs from Americans. Try to be friendly to everyone. You can show them that you are nice and that refugees are good people.		
Situation 3 SCENE 1 It's 9:45. A refugee and an American are working. The American looks at the clock and says, "Breaktime," and turns to leave. The refugee says, "It's hot today." (See Related Langauge.)			(It's) breaktime. Yeah.	It's hot today. In my country it's hot.
			Where are you from?	Cambodia.
			How long have you been here?	4 months.
		Talk to Americans whenever you have the chance.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 2 Workers are talking at break time. (See Related Language.)		You can talk about anything-about work, about yourself, your country, your family, about the other person, about the weather, about what you do on Sunday, etc. Don't ask too many questions about another person's family situation if you don't know that person well yet. "Are you married?" and "Who do you live with?" as well as "How old are you?", How much money do you make?" and "How much did you pay for ______ ?" are considered personal questions by most Americans.	Are you Chinese? *nationality*	Yes. No. I'm ______ *nationality*
			What language do you speak?	Cambodian. *language*
			Where do you live?	102 N. Main St. *(address)*
			Do you have children?	Yes. No.
			How many children do you have?	4 *#*
			How old (are they?) (is he) she)	6 and 2 *age(s)*
			How was your weekend?	OK. Good.
			What did you do?	I stayed at home. I went to my friend's house.

1082

1083

ASKING QUESTIONS, SOLICITING OR OFFERING HELP, INVITATIONS, CONFLICTS

I. COMPETENCIES COVERED

A. VESL

1. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
    a. Ask for feedback.
    b. Ask for assistance or advice from a supervisor or co-worker.
    c. Ask for help in an emergency.
2. Competency 15: The student can accept, turn down and make invitations.

B. Cultural Orientation

1. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:
    a. Student can give examples of ways to establish rapport with supervisors and co-workers.
    b. Given the following critical incidents, the students can select from alternative actions the most appropriate one for the American workplace:
        1. your boss is angry.
        2. a co-worker is angry or seems unfriendly.
        3. a co-worker who is your friend leaves the job.
        4. you feel isolated.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
SCENE 1 A refugee is working near an American. The refugee worker looks at the American and then goes over to talk to him/her. S/he asks him/her questions about what s/he is doing. At first the American responds only briefly to the question, but later s/he smiles and explains more freely to the refugee.	1. What do you think the two workers are talking about? 2. Why do you think the refugee worker went over to talk to the American?	If you want to get along with other workers you should talk to them. One good way to do this is to ask them about their work. It is a friendly way to show you are interested in them and in their work. If asked, people are usually willing to explain what they're doing. This is also a good way for you to learn more about the company you work for.		What are you doing?
SCENE 2 The refugee worker is at his/her station. S/he sees an American nearby trying to carry some boxes and goes over to help. The American smiles and thanks him/her. The refugee returns to his/her work station. Later s/he has trouble doing something and asks the American to help him/her. The American comes over to show what to do.	1. What did the refugee do? 2. What was the reaction of the American? 3. What did the refugee ask the American to do?	Another way to be friendly with other workers is to offer them help. Other workers are usually willing to help you if you ask them. These are other ways to show friendship to co-workers.		Can I help you? Please help me. show
SCENE 3 A refugee and an American are working together. The American looks at his/her watch, sees it's break time and	1. What did the American say to the refugee worker? 2. Where are they going?	At break times workers often go together. They will go to a break room or lounge and have a soft drink, tea, coffee or	Break time. Let's go.	(YES) OK. All right. Let's go.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
invites the refugee to go out. The refugee says OK and they leave together.		smoke. They will talk among their friends. They may invite you to go on a break and you should know how to respond. If you want to talk to someone or make friends with them, taking breaks or having lunch with co-workers is a good time to get to know someone.		(NO) No, thanks. Not right now. Later.
SCENE 4 In the break room, the American can offer the refugee a cigarette. The refugee says, "Thank you", (meaning "NO") and the American keeps holding the cigarettes out until the refugee motions "no". Then the American walks over to the coffee machine nearby, buys a cup of coffee, and walks back toward the refugee. The refugee hesitates, then after s/he sees the American drink the coffee, goes to buy a cup of coffee for him/herself.	1. What did the American offer the refugee? 2. Did the refugee accept? 3. Why did the American hesitate? 4. Who did the American buy coffee for? 5. Why did the refugee hesitate before he bought coffee? 6. Why didn't the American buy coffee for the refugee?	It's all right not to accept offers, no one will be offended if you don't do as they suggest or take what they offer. Make sure you know the right way to say what you mean, however. An American inviting someone to go on a break or to accompany him somewhere will not usually pay for the person s/he invites. Americans usually do not buy things for other people, even a cup of coffee. It is just expected that each person will buy what s/he wants.		(YES:) Thank you. Thanks. (NO:) No, thank you. No, thanks.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 5 A refugee worker and an American are working together on a machine when something breaks on it. The American gets mad at the refugee and starts yelling at him.	1. What happened to the machine? 2. What did the American do? 3. What should the refugee do?	Americans sometimes get angry easily and usually show it openly. If another worker gets mad at you, or if you have an argument, stay calm. Later report the matter to the supervisor. If something is damaged, accidentally or through your fault, report it to the supervisor. S/he will appreciate your honesty. If you fail to tell your supervisor and s/he find out about the damage from another employee, s/he may become angry.		

Pre-employment Cultural Orientation

Bataan – Lesson 11

WORK ATTITUDES AND WORK HABITS

I. COMPETENCIES COVERED:

A. Cultural Orientation

1. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:
    - a. Student can give example of ways to establish rapport with supervisors and workers.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
SCENE 1 A refugee is working at his/her work station; s/he's working very hard, concentrating on his/her work and doing a good job. A supervisor walks by and watches him/her for a minute, then compliments him/her.	1. How is the worker doing? 2. What is the reaction of the supervisor?	Your supervisor would always like to see you work hard and work well. If you're a good worker, you have a better chance of keeping your job or of moving up to a higher level job.	Very good. (Good work.) (Good Job.)	
SCENE 2 A refugee is working among a group of Americans. At break time all get up to leave and one calls to the refugee worker. The worker declines the offer and keeps working. When the supervisor comes by and sees him/her working, the other workers frown.	1. Why did the American workers get up? 2. What do you think they asked the refugee? 3. Why didn't s/he leave? 4. Why were the other workers angry?	Most companies allow workers to take a 15 or 20 minute break in the morning and in the afternoon. Workers like to take this break; they also like to take their full lunch time and like to leave when it's time to stop work. Some workers might get mad at the other workers who don't take breaks because they think that they will appear lazy in contrast to the hard workers.		
SCENE 3 A group of workers are at their work station. It is work time, but they are drinking coffee and talking. Another worker comes over and tells them that the supervisor is coming. They all hurry back to work and look busy when the boss comes in. After he walks away they relax and go back to talking.	1. What are they doing? 2. Is it break time? 3. Why did the workers hurry to start working? 4. Do you think the supervisor knows that they are lazy?	It's important to be a good worker. Do your best all of the time not only when the supervisor is looking.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG
SCENE 4: A worker is alone at his work station. S/he looks around, sees no one, then takes a few items out of the drawer and puts them in his/her pocket.	1. What does the worker do? 2. Who do you think s/he is looking for? 3. Do you think there is anything wrong with what the worker does?	You must be honest. Don't take anything from work for your personal use or for your friends' use. If you are caught taking something, you can be fired.		
1094			1095	

Pre-employment Cultural Orientation

Bataan – Lesson 12

PERSONAL HABITS ON THE JOB

I. COMPETENCIES COVERED:

A. Cultural Orientation

1. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:

   a. Student can give examples of ways to establish rapport with supervisors and workers.

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE 1 A worker comes in to work in a dirty T-shirt. His/her pants are dirty, his/her hair is messy and s/he smells bad. Other workers look at him/her and turn their backs to him/her.	1. Describe the worker's appearance. 2, How do the other workers react? 3. How do you think a person should dress when he or she goes to work?	Workers should dress neatly and be clean.		
SCENE 2 Two refugee women come in to work. One is Cambodian and is wearing a sarong; the other is Vietnamese and is wearing a thin pajamas like a blouse and pants. American workers see them and smile and talk to each other.	1. Describe the women's clothes. 2. How do the American workers react to the way the refugees are dressed? 3. When do you think it's appropriate to wear your native clothes?	Americans are not used to seeing people wearing traditional Southeast Asian clothing They may be surprised and think it is strange; some people may laugh at or make fun of people who wear such clothing. When you wear American clothes, you sometimes have to be careful too. Men's and women's clothes have different styles and are sometimes hard for refugees to distinguish.		
SCENE 3 It's lunch time. Workers are in the break room eating sandwiches; the Southeast Asians take out food which has a strong smell (such as fried garlic and hot chilis).	1. What are the people doing? 2. What kind of food do they have? 3. How do the Americans react to the Asian's food?	Asian food is different from American food and it smells strong to Americans. Some people may not be polite about their reactions. Americans will probably not like the taste of		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
The Americans make a good-natured comment and smile, but act as if the food bothers them. The Asians offer them their food, but the Americans decline.	4 How do you think the Asians feel?	Asian food that has a lot of hot spices or garlic. They are sharing their food , as many Asians are.		
SCENE 4 [WITH PICTURES] Picture #1: A person is squatting on a toilet. Picture #2: A person is seated on a toilet.	1. What is happening in these two pictures?	Americans sit when using a toilet. They consider it improper and strange to squat on a toilet. Refugees should also be careful to use the bathroom equipment for the right purpose. Long sinks for washing hands may be mistaken for urinals by some refugees.		
SCENE 5 1. Three refugees are taking a break. They are squatting in a corner, talking and smoking. 2. Three or four refugees go into the break room to eat lunch. The table is crowded, so they sit on the floor in a corner, put their food containers in the center of the group and begin eating.	1. What do you think about the scenes just presented?	Americans and Asians have different customs, different ways of doing things. One way is not necessarily better than the others, just different. However, some people may think that customs different from theirs are wrong; other people will think different customs are strange.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
3. A refugee woman is seated in a chair working. She is tired; she kicks off her shoes, puts her legs up and sits cross-legged in the chair.		You should try to notice what American customs are different from yours. It will help you if you can act as much like other workers on the job as possible. If you prefer to do things your way perhaps it is better to do them at home. Otherwise, you may be ignored or co-workers may complain about your behavior to your supervisor.		

WAITING IN LINE

I. COMPETENCIES COVERED

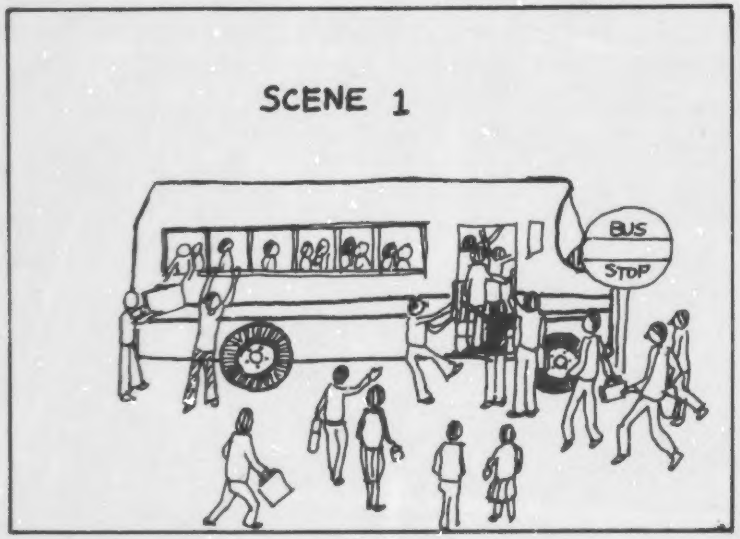
A. Basic Skills

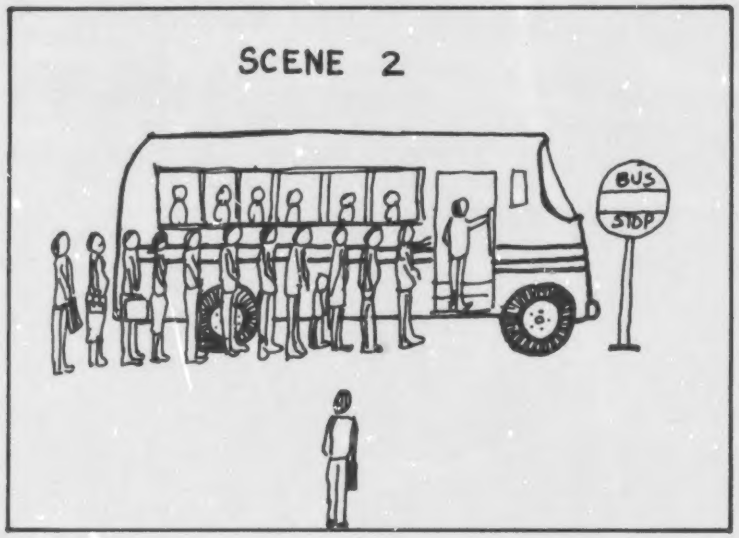
1. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.

B. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace:
   - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

Waiting In Line





SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST	SPKG.
SCENE I SEE PICTURE A.	1. What is happening? 2. What are these people doing? 3. Why are they running? 4. What is s/he doing? (the person putting a bag through the window) 5. Do you think s/he will get a seat? 6. If there aren't enough seats for everyone, what will the people do who do not have a seat? (they'll stand inside the bus; others will have to wait for the next bus)	In every culture, people are polite to other people. However, each culture has a different definition of what being "polite" means and what being "impolite" means. In America, people consider it polite to stand in a line and wait for one's turn. People wait in lines to get on the bus, as shown in the second picture. If there are not enough seats, some people will stand (but they cannot stand in the doorway or on the steps; they must be inside the bus behind the driver.) They cannot stand in the entrance or exit. Other people will have to wait for the next bus. If the bus is crowded and you bump someone or step on someone's foot, etc., it is polite to say "Excuse me".	Over there. (etc.)	Where is the bus stop? Excuse me.
SCENE II SEE PICTURE B.	1. What is happening? 2. Are they walking or running? 3. Do you think he will get a seat? 4. If there aren't enough seats on the bus, what will the people who do not have a seat do? (same as above) 5. In your country, how do people get on a bus?	Waiting in line means one person stands in back of another person (point to picture) and waits for his/her "turn" to do something. At a bus stop, the beginning of the line is at the bus stop sign. People stand behind the first person standing next to the sign.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
	6. How do they get on a bus here at the processing center? 7. What's this? (point to bus stop sign) 8. Do you have to wait in line in your country? Where? When? 9. Do you have to wait in line at PRPC? Where? When? 10. Where do you have to wait in line here at the Pre-employment Training Center? 11. Why do people wait in line? 12. Is it faster or slower? 13. Is it easy or difficult for the bus driver (cashier, salesperson, etc.)? 14. Where do think you will have to wait in line in America? (to pay for things in stores, in the welfare office, at work; at the timeclock, in the cafeteria, etc.)			

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
SCENE III Roleplay: "Butting in line in a store" One person (A) goes to the cashier to buy something. Another person (B) tries to get in front of him/her. (B) also tries to ask the salesperson the price of something before (A) has finished. (A) becomes angry. (B) tries to motion to the salesperson to save something for him/her but the salesperson shakes her head and (A) buys what (B) wanted.	1. Who were the people? 2. Where were they? What were they doing? 3. What did (B) do first? (tried to go in front of (A)) 4. Why did s/he do that? 5. Did you ever see anyone in your country do that? When? Is that acceptable? 6. How did (A) feel? 7. How would you feel if that happened to you? What would you do? 8. What did (B) do next? (tried to talk to the salesperson). How did (A) feel? 9. What did (B) want the salesperson to do? (save something for him/her) 10. Did the salesperson do it?	Americans do not like people to get in front of them in a line. They think it is impolite to do this. They think that first person who comes is the first person who should be waited on/helped. In the United States, you must wait until it is your turn to speak with the salesperson/cashier/welfare worker, etc. Even if you have a very short question, you must wait until it is your turn. The first person must finish before the second person is waited on, or before the second person can ask a question. The salesperson cannot hold/save anything for someone at the end of the line. Each person must wait his/her turn, even if it means that what they want to buy will be bought by someone else ahead of them in the line.		

Pre-employment Cultural Orientation

Bataan – Lesson 14

ORIENTATION TO THE RESTROOM

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 9: The student can recognize visual cues and signs indicating direction, operation, and areas/locations.

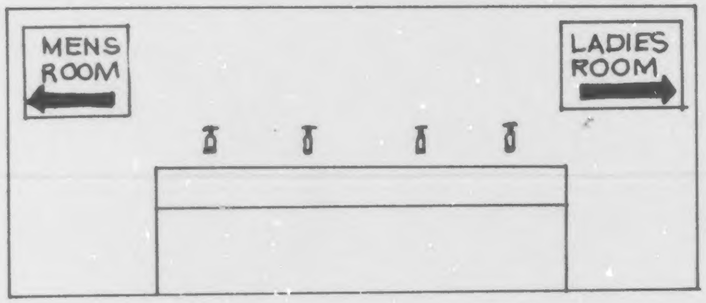
B. VESL

1. Competency 7: The student can ask and respond to questions about items in the work place.
    - a. Ask or tell the location of an object or place.
2. Competency 12: The student can read workplace signs.
    - a. Read common workplace signs.

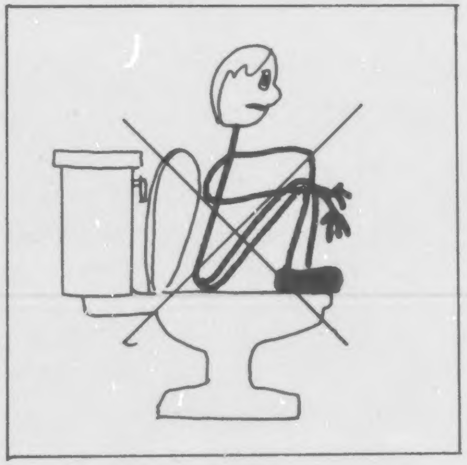
C. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace.
    - b. Given a sample of company rules, policies or procedures, the student can distinguish situations which conform to or violate them.

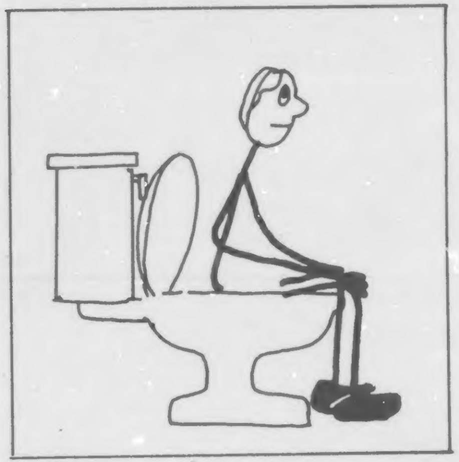
Visuals / Signs on Orientation to the Restroom



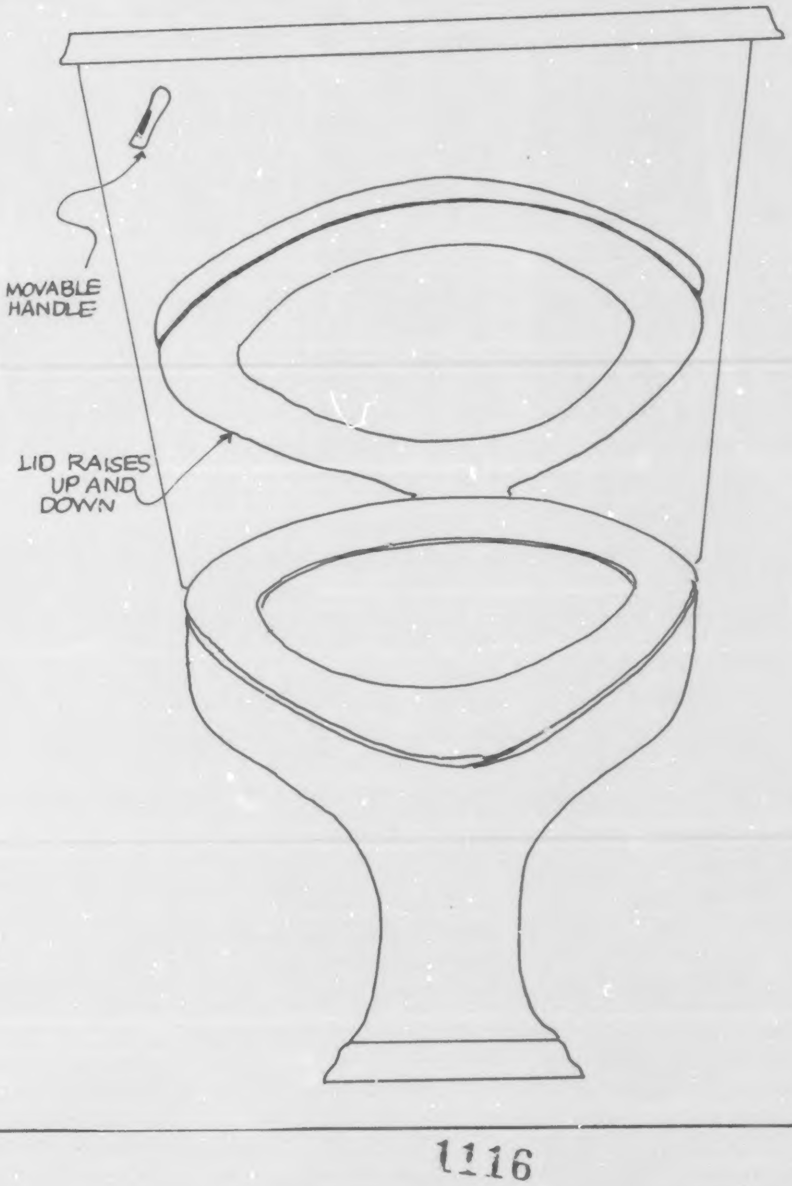
KEEP CLEAN



WASH HANDS AFTER USING THE REST ROOM



Classroom Realia
Cardboard Toilet


MOVABLE HANDLE
LID RAISES UP AND DOWN

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
[Tour of restroom] (Refer to signs.)	1. Did you see the signs? What do they say?	There are separate restrooms for men and for women. [NOTE: "Comfort Room" is a term used in the Philippines but not in the U.S.]	[LITERACY]	RESTROOM MEN WOMEN LADIES
	2. Why do we lock the door of the toilet?	The door to the toilet should be locked so that no one will come in while the toilet is in use.		
(Refer to visual A.)	3. Why shouldn't you stand or squat on the toilet?	Americans consider it strange and improper to squat on a toilet. The American custom is to sit on the toilet, and Americans wouldn't like to sit on a wet or dirty seat. The seat might also break if someone stood on it. Men, when urinating, should lift up the seat.		
	4. What is that paper for?	Americans always use paper, not water, to clean themselves. Toilet paper is a special paper that can be thrown into the toilet. Other objects, such as other kinds of paper, sanitary napkins, diapers, cigarettes or plastic bags should/not be thrown in a toilet.		
	5. Where do you wash your hands?	Restrooms have a sink for washing hands and face. Soap is usually provided.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
		Some work places require employees to wash their hands after using the toilet. It is a law that people working with food have to wash their hands with soap after they use the toilet.	[Directions]	Excuse me, where is the restroom? Please say that again.
	6. In your country is it acceptable for people to urinate outdoors?	It is very offensive for Americans to see someone urinating outdoors; in some places this might even be illegal. Everyone, including children, is expected to use a restroom.		
	7. What can you do if you're away from home and need to go to the restroom?	There are public restrooms in large stores or shopping centers and in restaurants and office buildings. Some public places such as bus stations may have pay toilets, where you need 10¢ (a dime) to enter the stall.		
	8. Do you know how to use a toilet?	To flush the toilet you have to push the handle down. If you throw a lot of paper in the toilet it might become stopped up and the water won't go down. Then you need a plunger to fix the toilet.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
When finished, flush the toilet by pressing the handle down. [Demonstrate: show the visual of the cardboard toilet]. The sink, outside the toilet stalls, is used for washing your hands or face. Never put anything in the sink. Don't put hair, cigarette butts or any other trash in the sink. Put all other objects in the trash can. (Show trash can and "No Littering" sign.)		The cover to the toilet's water tank should not be lifted. If there is something wrong with the toilet at work, report it to the lead person or supervisor. Some work places require employees to wash their hands after using the toilet. It is a law for anyone working with food to wash their hands with soap after using the toilets (show sign washing hands). Often paper or cloth towels are in restrooms for drying hands. These paper towels should be put in the trash can afer use.		

SITUATION	DISCUSSION QUESTIONS	FURTHER DISCUSSION	RELATED LANGUAGE	
			LIST.	SPKG.
(SEE PICTURE B) "Public Toilet" means that anyone can use it. It is also everyone's responsibility to keep a public restroom clean. If anything is broken, report it. Children should understand that the toilet is not a toy.	1. Where else can you find a public toilet in the U.S.? (Retaurants, hospitals, doctors'/dentists' offices, movie houses, airports, large stores, public offices/buildings such as welfare offices, libraries, etc.) 2. If you are in the dentist's office and you (or your child) want to use the restroom, but you don't know where it is, what can you do? (Ask someone.) Who can you ask? (A secretary, etc.) What can you say? ("Excuse me. Where is the restroom?)	Some restrooms are only for the use of those who work in or use a building. Schools have toilets for their students, office buildings for their workers. They are not for the "general" public. In some public restrooms, you can buy sanitary napkins, kleenex or combs from a vending machine on the wall.		

PHANAT NIKHOM, THAILAND

Refugee Processing Center
Phanat Nikhom, Thailand

PHANAT NIKHOM, THAILAND

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Background

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Games

Refugee Processing Center Phanat Nikhom, Thailand

Background

The IESL/CO program in Phanat Nikhom is conducted by the Consortium of Save the Children Federation (SCF), the Experiment in International Living (EIL) and World Education (WE). SCF has a long history of work in relief and refugee activities and, since 1966, has operated programs for social and economic development in the U.S. and around the world. For over 50 years EIL has conducted a variety of international programs which include English and foreign language training, student exchanges, and technical and community development. EIL's degree granting campus is located in Brattleboro, Vermont. For three decades World Education has helped develop innovative currcula and methodologies for indigenous people around the world with low levels of literacy and helped them to acquire the skills necessary to undertake further learning.

At Phanat Nikhom, SCF provides administrative coordination and support. EIL conducts the ESL and Pre-employment components, and WE is responsible for the CO component.

The Phanat Nikhom Refugee Center lies approximately 75 miles southeast of Bangkok. It takes its name from the nearby town of Phanat Nikhom, a medium-sized commercial community in an agricultural region. The camp itself is located on the highway 30 minutes from town. Refugees are housed in bamboo and asbestos board structures with tin roofs and attend classes in similar structures. Administrative offices and training facilities are located in the town of Phanat Nikhom, as are residences for staff members. Staff members are taken by bus to the camp each morning at 6:00 a.m. and bussed back to Phanat Nikhom at 3:30 p.m. All materials for activities are purchased in Phanat Nikhom.

In March, 1980, the Consortium operated an ESL/CO program for Khmer and Lao refugees. In May, 1982, the Hilltribe Project was developed for Hmong and other hilltribe groups from Laos. In October, 1982, The Consortium began operating an IESL/CO program based on English language ability rather than on ethnic background.

All programs have been funded by the Bureau for Refugee Programs, U.S Department of State.

Phanat Nikhom is both a holding center and a transit center. Facing across the road, the two facilities have a combined population of about 20,000 refugees.

Those refugees enrolled in the Intensive ESL/CO/PET program have been accepted for resettlement in the United States and leave for their new home within two weeks after finishing classes.

From July, 1982 to January, 1984, 12 cycles of students have completed the Intensive ESL/CO/PET Program at Phanat Nikhom. Student population in classes varies between 250 and the peak enrollment of approximately 625 students.

The early developmental work in basic skills done by the staff at Phanat Nikhom for the Hilltribe Project was the basis for many of the lessons used throughout the region as Pre-employment Training was implemented at each site.

Student Population

The majority of the students at Phanat Nikhom are Cambodian and lowland Lao, with small numbers of Hmong, Mien and other Hilltribe groups from Laos. Phanat Nikhom has the largest enrollment of pre-literate students of the three Intensive ESL/CO/PET in Southeast Asia. Most students cannot read or write in their own languages and may never have attended school.

Students in the Pre-employment component often exhibit the following characteristics in the classroom:

1. They may be experimenting and learning to manipulate a paper and pencil.
2. They are often initially frightened in the classroom.
3. They are reticient and reluctant to speak.
4. They often take an exceptionally long time to perform the action or respond to direction.
5. They may lack confidence in their ability to learn.
6. They lack the ability to concentrate on typical classroom activities, i.e., pencil and paper tasks, long explanations.

The Curriculum at Phanat Nikhom is designed to accommodate these learning characteristics.

Curriculum Description

Almost 2/3 of Pre-employment Training consists of Vocational English as a Second Language (VESL) or reinforcement of ESL. In the early weeks of the program, when the students have very little language, a lengthy VESL lesson precedes the Basic Skills activity. Gradually, as the weeks go by, the English is increasingly taught and used within the context of the basic skills activity.

Each activity introduces the student to new equipment or systems, and allows for increased familiarity with and development of skills and self-confidence. Topics around which activities are planned include sewing, food service, electricity, measurement, wood working, drawing, and systems such as alphabetical filing and alpha-numerical coding. Lessons which reinforce number recognition, introduce numbering systems and addition are also provided. The activities are designed for participation. Most of the time students work individually or in pairs. Many of the activities allow the student some latitude in what has to be done, rather than specify each step exactly. For example, in Changing the Size of a Drawing, the students are encouraged to make their own simple drawing instead of copying one provided by the teacher. This approach tends to capture the interest of adult students, and also increases the number of ambiguous situations in which English is practiced.

Early activities provide the groundwork for acquisition of more complex skills and language. One or two simple skills are emphasized in each beginning activity, while simultaneously key language structures are laid in place. Later in the program, as activities become more involved, many basic skills competencies are addressed in the same activity. It is assumed that students have no knowledge of English at the start of the program. Concurrent study of ESL augments the more complex VESL competencies covered later in the program. Cultural Orientation discussions take place either in the Pre-employment class or in the CO class, depending on whether or not the teacher can speak the same language as the students and on whether there is an Assistant Teacher in the class or on call. Some teachers prefer to have an assistant; others feel that it is easier to establish and maintain an English language atmosphere without an assistant.

Short measurement activities and math games are used when reinforcement of number skills is needed. These occur after the Basic Skills activity has been finished and vary in duration according to the time remaining in the class period. The games also provide a fruitful environment for VESL. Every fifth day is a review day, which allows time to complete whatever was not done earlier in the week. VESL is also reinforced on review day.

The curriculum at Phanat Nikhom is carefully stepped. Activities are graded from the very concrete to the more abstract. Abstract concepts are built by a series of experiences rather than extensive explanations.

Organization

Lessons follow this general sequences:

1. VESL is introduced while the teacher demonstrates the action. The students watch and listen.
2. Materials are distributed to students and they are encouraged to explore and manipulate each of them.
3. The teacher then repeats the instructions and monitors the students' completion of the activity while giving performance feedback.
4. The teacher encourages students to share their work with each other.
5. Tools are cleaned and tables cleared by students at the close of each lesson.

Materials Center:

The Pre-employment materials center plays a crucial role in the smooth running of a program which prides itself in creating a hands-on learning environment. The center is staffed and organized to serve over 600 students working on different lessons each day. The inventory consists of more than 40 different tools such as electric drills and saber saws, sewing machines, soldering irons, cooking utensils, and an array of materials, such as solder, nails, batteries, wood, wire and paint.

Through the efforts of a staff of artists, large visuals of the tools and materials used in Pre-employment have been added to the inventory and are used as teaching aids.

The system for the procurement, storage and distribution of materials used in the Pre-employment program has grown and evolved dramatically during the first year of the program.

PHANAT NIKHOM
Pre-employment Curriculum Outline

Activities Sequence

* 1. Joining Wire
2. Water in a Flexible Tube
* 3. Designs with Lines and Circles
* 4. Making and Drawing a Design
* 5. Drilling Holes in Wood
* 6. Making an Extension
7. Making a Hat
* 8. Tinning Wire
9. Tool Inventory and Maintenance
*10. Changing the Size of a Drawing
*11. Circuit with a Battery and Light Bulb
12. Learning to Use a Sewing Machine
13. Sewing a Bag
14. Making a Pattern for a Cutting Board
*15. Making and Using a Test Light
16. Using a Saber Saw to Make a Cutting Board
17. Circuit with a Light Bulb and Switch
18. Making a Terminal Board
19. Sanding a Cutting Board
*20. Making Patterns to Construct Cubes
21. Soldering Many Identical Pieces
22. Food Service: Cashier, Jobs in a Restaurant
23. Systems and Specifications
24. Making Patterns to Construct Rectangular Solids
25. Food Service: Washing Dishes and Taking Inventory
26. Concentration of Liquid Mixtures
*27. Follow a Pattern to Make a Box
28. Food Service: Setting a Table, Making Coffee and Tea
29. The Octopus: Using Test Equipment
30. Timing a Task
31. Make a Lamp
32. Weighing Things
33. Food Service: Customer/Worker
34. Food Service: Customer/Worker
35. Making a Metal Shelf
36. Mathboard: Length and Width
37. Woodworking 1
38. Reading a Floor Plan
39. Battery: Positive and Negative
40. Reading a Map
41. Woodworking 2
42. Measuring in Inches
43. Circuit with a Fuse
44. Kitchen Utensils, Appliances
45. Woodworking 3
46. Mounting a Door Lock
47. Circuit with a Common Ground
48. Woodworking 4
49. Making Pancakes
50. Sewing Project 1
51. Automobile Electricity
52. Automobile Maintenance
53. Woodworking 5
54. Sewing Project 2
55. Sewing Project 3
56. Filing by Letter
57. Circuit with a Flourescent Light
58. Assembly Line Simulation: Door Locks
59. Household Electricity
60. Dictionary 1
61. Dictionary 2
62. Household Maintenance
63. Making a Wall
64. Dictionary 3
65. Hardware Store Simulation
66. Make Something

*Lessons displayed in this manual.

Scheduling

A and B level students study six and a half hours of ESL, CO and Pre-employment for 18 weeks. They may attend an optional two hours of Native Language Literacy in the evening.

Typical Student Day

7:00 a.m. to 12:00 p.m.

ESL	1-1/2 hours
Cultural Orientation	1-1/2 hours
ESL	1-1/2 hours

Free Time

1:00 p.m. to 5:30 p.m.

P.E.T.	2 hours	Students attend one or the other P.E.T. class
P.E.T.	2-1/2 hours	

Free Time

7:00 p.m. to 9:00 p.m.

Optional Native Literacy	2 hours

Educational Approach

Underlying the curriculum is the philosophy of self discovery. Students learn many of the basic concepts in the lessons by seeing and doing tasks rather than by listening to lectures or observing teacher demonstrations.

Because the students are unfamiliar with a classroom setting, activities and VESL must be paced so that students have the necessary time to examine tools, experiment with processes or respond when they have developed the confidence to do so.

Students must be taught ways of learning in the classroom; e.g., to focus on the teacher when appropriate to look toward the teacher rather than to randomly sit or stare around the room; to sit and complete an organized activity. Each lesson reinforces these conventions while stressing eye-hand coordination, closer attention to accuracy, skill in using hand and electric tools, and becoming familiar with technological concepts.

Teachers let students initiate as much action and conversation as possible. During the course of the lesson, they help correct obviously glaring errors quickly but guide the student to rectify minor errors themselves. The object is to assist students in successfully completing the activity while using as much of the VESL as possible. The activity is a vehicle for learning the language.

Teachers and supervisors plan to involve students at a personal level when possible. Knowledge of skills practiced in the students homeland are drawn upon to provide examples of how those skills can be applied in a new context. Both the U.S. workplace and the technology used in most American homes can be sources of model situations in which the refugee must function. Activities and VESL can help the student better visualize both contexts.

Finally, each hour of classroom instruction provides ways to strengthen the students' ability to use initiative, and to build self confidence as they master skills and language. Student reticence and their slowness in performing some of the abstract tasks required, is counteracted by a spiraled curriculum in which basic skills and language are used again and again. Encouragement during the first weeks of the program are an important part of the lessons. By the middle of the cycle, students are using safety language outside the classroom and have become familiar with electrical tools. By the end of the cycle a great deal of the VESL can be heard from students outside the classroom as they go from classes to their billets.

Methodology

A wide variety of teaching methods appropriate for adult learners at the A/B level is used. As much as possible, teachers are encouraged to adapt various methods to specifically meet the needs of their students and to continually reinforce skills previously learned.

Teachers assess each student's learning pace and, when possible, group students to promote a good learning environment, i.e.,

1. A class of 50% men and 50% women,
2. Young people together (ages 16-30)
3. Older people in one class with one or two students of moderate age who can act as a catalyst

Total Physical Response (TPR) and TPR variations are routinely used for the VESL lesson. They are augmented by substitution drills, situational reinforcement, silent way, role plays and other teaching methods.

The products made in specific basic skills activities are often used to complete a later task. For example: the box made in one lesson will be used to house circuits in another lesson. This not only reinforces the skill taught but also puts the lessons in a practical context.

Staffing

Teachers who are graduates of universities in Thailand are hired. These locally hired teachers do the actual ESL, CO and Pre-employment classroom teaching. They work as teams of approximately six, supervised by a master teacher who provides support and a line of communication between teachers and other administrative staff. Master teachers are responsible for training, classroom supervision and administrative tasks such as substituting.

Coordinators in each component supervise the staff, their training and development and work with the Bangkok administration on program planning, development and implementation. All staff work approximately nine hours a day. Teachers teach four and a half hours and attend two-hour training sessions a day. Other daily activities include travel to and from camp, meetings, lesson planning, TOEFL classes and extracurricular activities.

Teacher Training

Teacher Training is held daily for two hours four days a week. The training is a key element of the program. It not only develops teaching techniques for presentation of basic skills and language but also helps teachers understand the rationale which underlies each lesson. New host country teachers learn the sequencing of tool use, VESL content and techniques and safety aspects of each activity. They perform each task as their students will. Experienced teachers participate in revision of existing lessons or develop new activities.

Enrichment training provides additional background in electricity, household plumbing, appliance assembly, and how automobiles work and offers instruction and practice in new teaching techniques.

Daily training is a time in which teachers and supervisors can criticize classroom implementation of the curriculum. It is this critical discussion which has provided the spontaneous ideas resulting in the coffee shop simulation, the hardware store and several new additions to the curriculum. It is central to the ongoing development of the program. Additionally, daily discussions of curriculum issues and implementation promote coordination between program segments.

While teachers must become familiar with the intricacies of such mechanical assemblies as door locks and soldering equipment, they must also stress appropriate use of the language. Therefore, Phanat Nikhom supervisory staff prepares specific training units and in-service sessions on the topics and issues shown below.

VESL TRAINING PLAN
Pre-employment, Phanat Nikhom

I. Overview

A. Staff: Two full-time supervisors with background in VESL/ESL.

B. Training units.

1. *Pre-service*

   A. Overall goal: To prepare teachers to enter the classroom and begin to teach effectively.

   B. Objectives: To provide teachers with:

      1. Knowledge of what they are to teach.
      2. Skills they need to begin to teach.
      3. Knowledge of who their students are.
      4. An awareness of how adults learn.
      5. Knowledge of how VESL fits into the Pre-employment component.

   C. Scheduling: Ten two-hour sessions.

2. *Inservice*

   A. Overall goal: To build teachers' expertise in the classroom.

   B. Objectives: To provide teachers with skills and knowledge in the following areas:

      1. Teaching issues
         a. methodologies and techniques
         b. classroom management
         c. meeting students needs
      2. Language issues (the VESL curriculum)
         a. grammar rules and usage
         b. specific grammar and vocabulary found in the curriculum
      3. ESL instruction
         a. techniques to improve fluency and pronunciation (teacher as well as students)
         b. techniques to teach literacy
      4. Classroom teaching through observation and feedback on:
         a. lesson planning
         b. evaluating students' progress
         c. setting goals (student and teacher)
         d. lesson -- specific issues

      (topics in this area are addressed on an on-going basis, usually one-to-one between the teacher and supervisor)

   C. Scheduling: approximately 2.5 hours per week for the duration of an 18-week cycle (45 hours)

II. Training Outline by Module and Week (see attached sheets)

During the course of the week, ideas for new games and materials may undergo further examination. Teachers and supervisors may group together to test a new concept and then proceed to build a necessary apparatus or design and produce new materials.

A View of the Future

The morale of many experienced teachers is contingent on being a part of an ongoing development process. Within a framework created by the history of the program, and with minimum requirements safeguarded by the regional competencies, lessons will continually undergo change and refinement.

A process of coordination with the Cultural Orientation program is well under way, and it is anticipated that several employment simulations will be developed. As part of their training, experienced CO teachers have recently begun viewing Pre-employment classes. This will enable increasingly valuable discussions about employment to take place in CO classes.

A recently-completed analysis of the emphasis given to each VESL and ESL competency, in Pre-employment and in ESL, has provided data for adjustment of the time spent on certain language content and structures.

In a concurrent schedule, maintaining coordination across the separate ESL, CO and Pre-employment programs requires continued interest and attention.

VESL TRAINING PLAN

Module *Pre-service* Week

	PURPOSE	SESSION TOPIC	ACTIVITY
	Day 1 To define VESL	"What is the purpose of VESL?"	Lecture Discussion
	Day 2 To introduce emotional, mental, and physical impact of adult second language acquisition.	Language learning Shock language.	Lecture Demonstration Discussion
	Day 3 To introduce theories of language acquisition.	Second language acquisition Methodology: Grammar — translation Audio — lingual Total physical response Silent way	Definition Trainer demonstration Teachers' demonstration
	Day 4 To provide in-class training time for teacher manipulation of techniques.	Total physical response, gesture language.	Demonstration mini-lessons, teacher developed, in response to trainer – developed situations.
	Day 5 Review, feedback.	Review consolidation Questions/answer session.	

VESL TRAINING PLAN

Module *Pre-service* Week ______

	PURPOSE	SESSION TOPIC	ACTIVITY
	Day 1 To familiarize teachers with historical, current VESL linguistic characteristics.	An overview of VESL language: Vocabulary, grammar, structure.	Lecture
	Day 2 To introduce project VESL curriculum.	Overview of preskills VESL curriculum.	Introduce Pre-skills curriculum discuss activity topics in relationship to VESL and VESL characteristics activities L4 emphasis.
	Day 3 To emphasize importance of effective lesson planning for successful teaching.	Lesson planning.	1. Use activity 1, Pre-skills and VESL curriculum, for teacher preparation of lesson plans.
	Day 4 To provide insight into appropriate and effective classroom management.	Classroom management techniques and variables.	Discuss factors of learning interference, cultural factors of behavior; awareness of cultural differences.
	Day 5 To provide time for lesson planning: teaching week 1.	Preparatory planning.	

VESL TRAINING PLAN
Module I Week 1

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To provide teachers with options for teaching commands. Provide information about principles underlying TPR. Provide a practice teaching opportunity with TRP.	Teaching Techniques: Variations in TPR	Demonstration lesson, follow up discussion, mini-peer teaching session.
Language Issues	To assist teachers in understanding the formation and use of imperatives. To identify the imperatives used in the curriculum.	Imperatives, transformational explanation.	Lecturette and handout, examination of curriculum.
ESL	To develop teachers' fluency in use of imperatives. To improve teachers' accuracy in pronunciation. To illustrate techniques for teaching imperatives and pronunciation.	Imperatives	Mini-language lesson with native speakers as observers.

VESL TRAINING PLAN
Module I Week 2

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To provide teachers with further options in teaching methods. To illustrate through demonstration specific teaching methods. To provide opportunities for peer practice teaching using specified [illegible]is.	Optional teaching techniques: Substitution drills Situational reinforcement Silent way Role play	Demonstration of methods Peer teaching Follow-up discussion
Language [illegible]ues	To identify types of questions/answers used in the curric. To help teachers improve techniques of using questions/answers.	Interrogatives	Curriculum related demonstration lesson. Peer teaching and observation Follow-up discussion.
ESL	To improve teacher's fluency in use of interrogatives. To demonstrate techniques for teaching interrogatives. To help teachers improve accuracy in pronunciation.	Interrogatives	Demonstration lesson using interrogatives through a shock language experience.

VESL TRAINING PLAN
Module I Week 3

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	Introduce methods of developing English literacy.	Development of English literacy, sight words.	Demonstration lesson, practice teaching
Language Issues	Explain English system of plural morphology.	Singular ⟶ plurals	Examination of pre-skills requirement with singulars and plurals.
ESL	Provide L1, L2 English teachers with their own language maintenance opportunities.	Singular ⟶ plurals	Mini-language lesson.

VESL TRAINING PLAN
Module II Week 1

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To provide teachers with strategies for developing and exploiting classroom communication opportunities.	Capitalizing on L2 (target language) opportunities.	Demonstration and explanation. Examples from classroom situations. Role playing.
Language Issues	To provide teachers with linguistic structure requirements.	Questions; answers Yes/no questions w/ Do Negative and positive questions question words: who what where when why	Comparison of teacher L1 and L2. Language lesson using PV picture cards; small talk topics focusing on using questions words.
ESL	To develop teacher fluency in English structures.	Questions, formation and response yes/no questions w/ Do, negative and positive. Question words.	Simulated classroom situation: Teacher demonstration of language usage for student learning.

VESL TRAINING PLAN
Module II Week 2

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To demonstrate and provide methods of teaching grammatical forms in second-language learning.	Method techniques Substitution and transformation grammar.	Demonstration of techniques. Peer practice and observations of techniques. Follow-up discussions of peer presentation of techniques.
Language Issues	To provide L1 English speaking teachers and L2 English speaking teachers with appropriate grammar structures.	Possessive forms.	Lecturette and handouts on grammar structure. Discussion on possessive forms in first language vs. target language [Thai, Dutch, Filipino, Burmese vs. English]
ESL	To help teachers develop accuracy in using possessive forms. To help teachers develop accuracy in pronunciation/s/ /z/	Possessive forms.	Teachers illustrate the use of possessive forms through substitution and transformation grammar skills. Evaluation of teachers' understanding and usage of possessive forms.

VESL TRAINING PLAN

Module II Week 3

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To foster awareness of adult refugee language needs in the classroom and future resettlement.	Assessing student language needs.	Discussion and teacher assessment of student language needs.
Language Issues	To provide teachers with basic grammar forms.	Communicating requests for assistance noun + verb Q + Do + noun + verb	Discuss English grammar structures. Oral and written exercises in grammatical structures.
ESL	To identify various forms of requests. To help teachers improve accuracy in using forms of request.	Forms of requests in English: Questions + various forms of responses	Classroom simulation: How to motivate and encourage students to request needed tools/materials, added instructions, re-directed instructions. Role play using the situational reinforcement method to teach students the forms of request.

VESL TRAINING PLAN

Module III Week 1

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	Provide teachers with strategies for facilitating language skills at student levels.	Techniques of facilitating communication skills in classroom.	Role-playing Situational responses
Language Issues	To identify parts of speech that are used to describe and place or locate objects.	Description Modifiers — adjectives prepositional phrases	Oral and written exercises. Grammar explanations.
ESL	To help teachers improve communication skills when using adjectives and prepositions.	Adjectives and preposition.	Mini-language lesson.

VESL TRAINING PLAN
Module III Week 2

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To provide background knowledge in phonological systems, in general; to present specific pronunciation problems in English for refugee population.	Techniques in teaching English sound system.	Lecture Pronunciation drills Hand-outs
Language Issues	To establish use of comparative structures in VESL.	Comparatives and superlatives.	Demonstration Hand-outs Examination of pre-skills activity language requirements
ESL 1158	To develop greater fluency in English linguistic structures for L1 and L2 VESL teachers.	Comparatives and superlatives.	Hand-outs Mini-language lesson 1159

VESL TRAINING PLAN
Module III Week 3

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To introduce teachers to effective ways of incorporating past lessons into present and future curriculum plans.	Cumulative lesson planning.	Identify and discuss the features of a lesson plan.
Language Issues	To provide teachers with assessment tools and ability to differentiate student levels of proficiency.	Planning for varying degrees of proficiency and reinforcement of previous lessons.	Use assessment tools. Evaluation of student performance in VESL.
ESL	To review previous structures and provide strategies for reinforcement of VESL.	Structure review.	Discussion past pre-skills activities and applicable structures. Prepare lesson plans incorporating past and present structure lessons.

VESL TRAINING PLAN
Module IV Week 1

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	Provide more strategies for English reading and writing skills in the classroom.	Development of English literacy sight words.	Set goals with strategies. Use sight words in planning classroom activities. Plan lesson.
Language Issues	Present structural. explanation of progressive verb forms.	Present progressive What are you ________ ? Where are you ________ ? Verb contrasts	Examination of pre-skills activity requirements. Manipulation of verbs or functional meaning.
ESL	Continue development of teacher fluency in English as a Second Language.	Present progressive	Mini-language lesson.

VESL TRAINING PLAN
Module IV Week 2

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	Demonstrate various communication games designed to reinforce VESL.	Teaching techniques Target language (L2) games	Mini-planning session. Discuss curriculum reinforcement games.
Language Issues	Present applicable excuse "formula phases" as needed at work, in language in general.	Communication functions: Making excuses	Lecturette. Situation development. Role playing.
ESL	Discuss role of formula expressions in pre-skills activities; develop more teacher fluency in formula expressions.	Formula (frozen) expressions in English I'm sorry. Excuse me. Sorry I'm late.	Mini-language lesson. Oral and written performance testing.

VESL TRAINING PLAN
Module IV Week 3

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	Provide teachers with open-ended opportunity for questions, problem raising.	Open session. Teacher issues.	Open forum for teacher concerns, needs, and discussion.
Language Issues	Teach applicable locative prepositions related bo module IV.	Prepositions of place.	Demonstrate use of locative constants according to place in English.
ESL	Provide teachers with opportunity to discuss individual VESL needs in training. 1166	Open session.	Open discussion (see above: teaching) 1167

VESL TRAINING PLAN
Module V Week 1

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To demonstrate activity strategies for teaching time.	Literacy — time	Discuss VESL requirements for time. TPR demonstration. Step-by-step pictures Use of rods
Language Issues	To integrate literacy of time to work requirements.	Reporting time with work How much ________ ? How long ________ ?	Review lesson requirements. Discuss potential classroom problems; native language interference.
ESL	To provide refresher course on time-reporting fluency requirements. 1168	Reporting time at work.	Mini-language course. 1169

VESL TRAINING PLAN
Module V Week 2

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To illustrate strategies for communicating tenses.	Techniques, Function of verb tenses	
Language Issues	To explain functional meanings and forms of basic verb tenses.	Present Past Present progressive Future	Functional examples; linguistically possible and impossible verb structures Lecturette
ESL	To reinforce teacher fluency in appropriate verb tenses.	Present Past Present progressive Future	Mini-language lesson Review of person, number, and time requirements in English

1170

1171

VESL TRAINING PLAN
Module V Week 3

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	Re-confirm program goal of integrating pre-skills activities with vocational English as a Second Language.	Integration of pre-skills and VESL.	Lecturette. Problem-solving opportunity.
Language Issues	Re-confirm program goal of integrating pre-skills activities with Vocational English as a Second Language.	Role of language in VESL integration.	Mini-lecture.
ESL	Re-iterate fluency standards for L1, L2 VESL teachers.	Role of language in VESL integration.	Lecturette. Discussion. Open session for L1 and L2 VESL teachers.

VESL TRAINING PLAN
Module VI Week 1

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To provide means for self-evaluation of teaching.	Teacher self-assessment.	Presentation of evaluation tool. Discussion. Self-assessment. Cycle-assessment.
Language Issues	To demonstrate VESL techniques in requests for clarification.	Asking for clarification Is this ________ ? Do you have _____ ? What is ________ ?	Examination of pre-skills activity requirements.
ESL	To improve L1 and L2 VESL teacher fluency in English.	Asking for clarification.	Mini-language lesson.

VESL TRAINING PLAN
Module VI Week 2

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To provide continuing in-service support in supportive and constructive teacher assessment and self-assessment.	Examination of additional assessment.	Discuss supervisor evaluation, peer evaluation, student evaluation of teachers.
Language Issues	To review pre-skills question needs.	Review of question words who what when where	Examine pre-skills activity requirements. Develop teacher strategies for exploiting situations.
ESL	To provide additional support in individual L1 and L2 VESL teacher language needs.	Question words.	Mini-language lesson. In-class discussion.

VESL TRAINING PLAN
Module VI Week 3

	PURPOSE	SESSION TOPIC	ACTIVITY
Teaching Issues	To discuss students' progress during cycle; examination of cycle and student success.	Student assessment.	Discuss performance measures and VESL competencies.
Language Issues	To demonstrate requirements for VESL; reporting of needs.	Reporting needs, noun + verb noun + verb + obj. noun noun + verb + adj. + obj. noun def. + adj. + noun noun + verb	Examination of pre-skills activity. Demonstration of techniques.
ESL	To instruct VESL teachers in structures for function of reporting needs.	Reporting needs, maintenance of teacher classroom language.	Mini-language lesson.

Phanat Nikhom
Pre-Employment
Activities

Phanat Nikhom

Pre·Employment Activities

Pre-employment Activity

Phanat Nikhom – Lesson 1

ELECTRICITY: JOINING WIRE

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
    - b. . . . working alone.
    - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 4: The student can measure using tools:
    - c. . . . using standard tools, determine whether duplicated items are equal.
3. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
    - a. Acknowledge that one is about to receive directions.
    - b. Follow one-step directions.
        1. To start a task
        2. To take something apart
        3. To put something away
    - c. Follow multiple-step directions to perform a task.
    - d. Follow directions in use [illegible] hand or power tool.
    - e. Respond to simple cautions and negative commands.
2. Competency 5: The student can ask for clarification.
    - a. Indicate lack of understanding.
    - b. Ask for clarification.
    - c. Ask for repetition of demonstration.
3. Competency 6: The student can ask how to say something in English.
    - a. Ask names of workplace objects and procedures.
4. Competency 9: The student can use numbers.
    - c. Provide a count.
    - d. Verify a count.
5. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
    - a. Greet supervisors and co-workers.
    - b. Initiate and respond to farewells.
6. Competency 14: The student can identify and introduce him/herself and others.
    - a. Identify and introduce him/herself and others.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
    - a. Student can relate training to common entry-level jobs generally available to refugees.

3. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:

   b. Given the following critical incident, the students can select from alternative actions the most appropriate one for the American workplace:

      2. a co-worker is angry or seems unfriendly.

II. LESSON CLARIFICATION

A. Teaching Points

1. Stripping wire
2. Splicing two pieces of wire
3. Using a razor knife safely
4. Attaching wire to a screw terminal

B. Learning Environment

1. Lays groundwork for future lesson featuring electricity.
2. Introduces a new set of tools and stresses the beginning of safe handling of knives in a culturally accepted way.
3. Introduces students to the concept of quality work with a concrete task, i.e., twisting wires and fastening them tightly without the frayed ends showing.
4. Students work individually.

C. Teaching Note

1. Two techniques are taught for twisting wire:
   a. Splicing wire
   b. Attaching wire with a screw

III. CULTURAL ORIENTATION

A. Questions that Reflect upon Learning

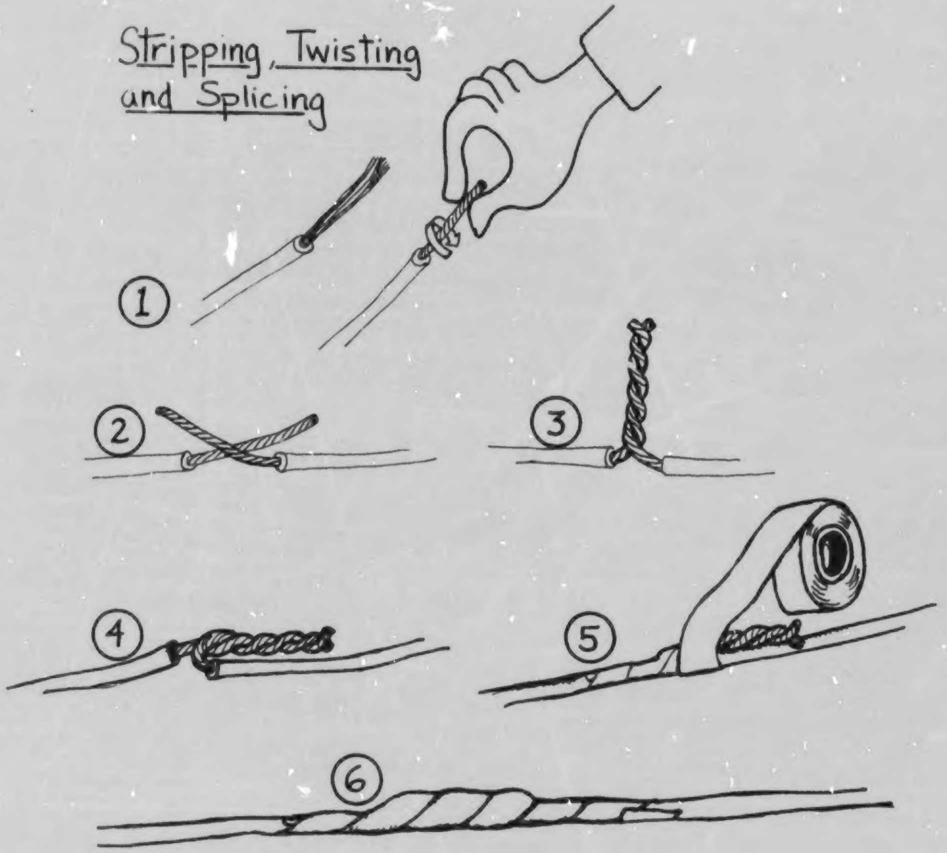
1. Did you use your own ideas or the ideas of others (teacher and classmates)?
2. In the work situation, when is it best to use your own ideas? When is it best to follow the directions of others?

IV. MATERIALS

A. Required Materials, Equipment and Supplies

1.	knife, razor knife	1 each
2.	screwdriver (medium)	1 each
3.	Bell wire. Any length between 10 in. and 24 in. with no bare wires showing.* OR Lampcord separated into single strands, between 5-24 inches long. Ends must have no bare wire showing.*	1 each
4.	plastic tape	2 per class
5.	piece of wood with 4 holes drilled in it. Two of the holes are filled with a sheet metal screw partially screwed down.	1 each
6.	brush, used to clean the tables	1 per class
7.	Box with many pieces. At least 2 pieces for each student.	
8.	visual — Attaching Wire to Screw	
9.	visual — Stripping Wire	

*NOTE
Ends of wires which have been stripped have to be cut off before these wires can be used again in this activity.



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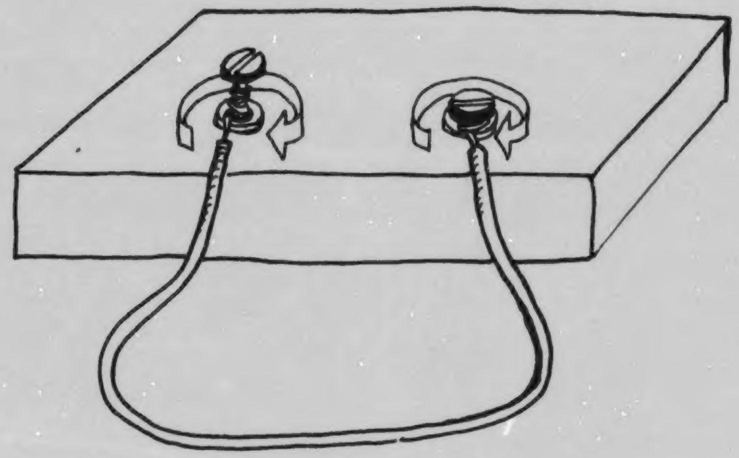
Attaching Wire with Screws



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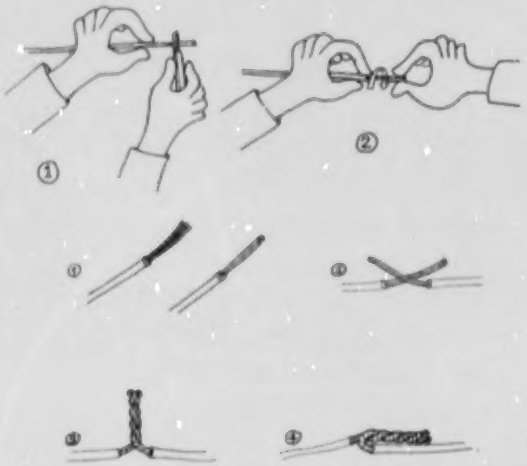
VI. PROCEDURE – ACTIVITY 1: JOINING WIRE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the VESL by showing the items named.	1. Ss observe and respond appropriately.	1. This is a wire. item What is this? Is this a wire? item	1. (It's a) wire. item Yes. No.	
2. T gives oral commands with gestures to indicate what the S is to do. Have Ss move around as they respond to orders. T should give commands to individual Ss, but refrain from dwelling too long on this step if the S does not understand what's being asked. T should keep moving from S to S. If time permits and the Ss seem to respond easily, try giving commands without gestures.	2. Ss respond to commands by performing the action and using VESL.	2. Pick up the wire. item Put the wire here. item there. over there. Give me the razor knife. him item her ______, who did she name he give the screwdriver to? item ______, come here. name What is this? Give ______ name the razor knife. item	2. O.K. O.K. O.K. To ______. name O.K. wire. item	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
			O.K.	
		Thank you.	You're welcome.	
3. T provides each S with several pieces of wire and a razor knife. Stress safety: — Speak very loudly; by acting make it clear the knife is sharp. — Show how to pass the knife correctly. — Have students practice passing the knife correctly to each other and to the T.	3. Ss use the VESL as directed and practice passing the razor knife.	3. It's sharp. Is the razor knife sharp?	3. Yes.	
		Be careful. Is the handle sharp?	{ Yes. { No.	
		Give me the razor knife. Handle first. Like this.		
		Give it to me.	O.K.	
		Give the razor knife to ________ . *name*	O.K.	
		________ , give it to ________ . *name* *name*	O.K.	
		Give me the razor knife.	O.K.	
		Thank you.	You're welcome.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. T demonstrates how to strip and twist wire. Make sure Ss are watching. It is important that the T refer to the visuals showing the steps. T exaggerates the method of twisting the wire in the right direction. 	4. Ss observe.	4. Cut the wire here. Like this. Watch. Twist it like this. Now twist together, like this. Now you do it. Twist the ends of two pieces of wire.		
5. T provides Ss with wire and lets them strip and twist wires with relatively little direction. If the Ss seem not to know what to do, T demonstrates each step again.	5. Ss cut and twist wire using VESL as appropriate.	5. Cut it here. ______ , cut it *name* like ______. *name* Twist the wires together.	5. O.K. O.K. O.K.	

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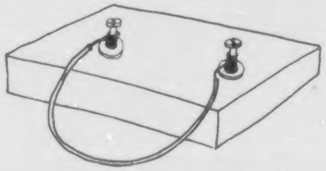
VI. PROCEDURE – ACTIVITY 1: JOINING WIRE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
6. T continues to circulate, monitoring and making appropriate small talk.	6. Ss continue their task and respond as appropriate.	6. What's your name? What is this?	6. My name is ______. A razor knife. item	
7. T demonstrates again how to make a tight splice and encourages Ss to help each other. As Ss work, T supervises. T continues to monitor and point out good work.	7. Ss splice another set of wires and continue to respond to VESL.	7. Cut the wire. Like this. Strip the wire. Twist the wire. Now you do it again. ______, cut it here. name Look at ______'s wire. name It is good. This one is not good. Do it again.	7. O.K. Thank you. O.K.	

VI. PROCEDURE – ACTIVITY 1: JOINING WIRE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
8. T places several rolls of electrical tape on the tables. While demonstrating how to tape the splice, T uses VESL. Following the demonstration, T instructs Ss to splice another set of wires. 	8. Ss observe and respond. After they watch the demonstrations they splice and tape their wires.	8. What are these?	8. (The) wires. (Two)	
		Twist them like this. _____, give me the tape. *name*	O.K.	
		Use the tape. Tape the wire like this.		
		Do you understand?		
9. T points out the best work after testing the splices. If no one has made a tight splice, T demonstrates the sequence again and instructs Ss to do yet another splice.	9. Ss respond as directed.	9. Look at this. This is good. Is this good?	9. { Yes. No.	
		________,test this *name* wire. Is it good?	{ Yes. No. (It is good.)	

VI. PROCEDURE – ACTIVITY 1: JOINING WIRE

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
10. T demonstrates how to attach stripped wire to wood with a screw. As T demonstrates s/he stresses: A. The twist of the wire must be in the same direction as the screw rotates. Use the second twisting technique. B. All ends of the wire must be under the screw ends. For added clarity, T refers to visuals. 	10. Ss observe.	10. Twist the wire. Like this. Put the wire here and twist it this way. Use the screwdriver. Tighten the screw. No wires here. Now you do it.	10. O.K.	

VI. PROCEDURE – ACTIVITY 1: JOINING WIRE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
11. T passes out wood with screws partially mounted. T continues to monitor and interact with Ss.	11. Ss cut, strip and attach wire to screw posts. Ss respond with appropriate VESL.	11. This is good. ______, show ______ *name* *name* how to do it.	11. O.K.	
		Is this O.K.?	Yes. No.	
		Do it again.	O.K.	
		Let me see it? Give me your wood.	O.K.	
		Tighten the screw.	O.K.	
12. T has Ss compare each other's work. T instructs Ss to make corrections.	12. Ss examine each other's work, make corrections and use appropriate VESL.	12. Look at this. Is it good?	12. Yes. No.	ITEM screwdriver razor knife wire wood tape
		Tighten the screw.	O.K.	
		________, is this *name* good?	No, not good. Yes, good.	
		Do it over. Here. again.		

VI. PROCEDURE – ACTIVITY 1: JOINING WIRE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
13. T has Ss put tools and materials away while reviewing VESL. This is an important part of the lesson; make sure there is enough time at the end of the lesson to complete this last step.	13. Ss follow directions and continue to use appropriate VESL.	13. What's this?	13. (It's a) wire. *item*	
		Give me the tape. *item*	O.K.	
		Pick up the wood *item*	O.K.	
		Put it here. there. over there.	O.K.	
		Give me the wire. him *item* her	O.K.	
		See you tomorrow.		
		Good-bye.	Good-bye.	

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Pre-employment Activity

Phanat Nikhom – Lesson 2

DESIGNS WITH LINES AND CIRCLES

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - b. . . . working alone.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 8: The student can utilize plans and patterns.
   - c. . . . as output/product.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
     - 1. To start a task.
     - 2. To take something apart.
     - 3. To put something away.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
3. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
4. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
5. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
   - a. Greet supervisors and co-workers.
   - b. Initiate and respond to farewells.
6. Competency 14: The student can identify and introduce him/herself and others.
   - a. Identify and introduce him/herself and others.

C. Cultural Orientation

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
   - a. Student can relate training to common entry-level jobs generally available to refugees.

2. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:

a. Given the following situation on the job, student can select from various alternatives:

3. being unable to carry out a given task.

II. LESSON CLARIFICATION

A. Teaching Points

1. Using a pencil, straight edge, compass, and eraser
2. Drawing straight and curved lines and circles.
3. Practicing skills needed for future drawing and design activities.
4. Using a compass.

B. Learning Environment

1. It is important that workers on the job share information. Students are encouraged during their activity to learn from each other by sharing their work. By this sharing, the students also gain confidence in themselves and in using the knowledge they process.
2. Small talk and interruption during a task is introduced.

III. CULTURAL ORIENTATION

A. Questions that Reflect upon Learning:

1. What further use can you make of these same tools?
2. What projects can be planned with the use of these tools?
3. In your own country, what kind of workers used these tools?
4. What ideas did you get by examining the work of others? What can you learn from watching others on the job?

B. Discussion Topics:

1. Finding the right tool before a job
2. Developing skills and talents for drawing

IV. MATERIALS

A. Required Materials, Equipment and Supplies

pencil	1 each
straight edge	1 each
compass	1 each
eraser	1 each
pencil sharpener	1 per class
paper (white paper)	3 each

V. PROCEDURE – ACTIVITY 1: MAKING DESIGNS WITH LINES AND CIRCLES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the VESL by saying the names of new tools or materials as they are shown to the class. Not much time is spent correcting the students pronunciation.	1. Ss listen carefully and then repeat new vocabulary as directed.	1. This is a compass. *tool* What is this? compass *tool*	1. It is a compass. *tool*	line triangle rectangle circle compass ruler eraser pencil sharpener chalk
2. T passes out a pencil and paper to each student while introducing the notion and language connected with the act of "passing". Some students will be more interested in the new objects and must be encouraged to concentrate on the language.	2. Ss will respond to commands and use appropriate language.	2. Pick up the pencil. paper. Put the pencil here. *item* there. over there. Give me the pencil. her *item* him	2. O.K. O.K. O.K.	REVIEW VOCABULARY
3. T draws lines and circles on the board while using VESL to introduce the action. T should keep the Ss' attention focused on the board during the initial part of this step. Ss will keep repeating exactly what the T says; if the student repeats a question, the T should answer it.	3. Ss respond appropriately and draw as directed.	3. **A/B Level** Draw a line circle What is this? [T points.] Watch me again. Draw a line. circle. Like this. Now you do it.	3. A line. circle. O.K.	

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VI. PROCEDURE – ACTIVITY 1: MAKING DESIGNS WITH LINES AND CIRCLES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. T gives commands to Ss while demonstrating the action with a S or directing two Ss' work at the board in front of the class.	4. Class observes demonstration and participates in action and language as directed.	4. A Level		
		Come here.	4. O.K. .	
		Pick up the chalk.	O.K.	
		Draw a line. circle.	O.K.	
		Give me the chalk.	O.K.	
		What is this? (T pointing)	A line. circle. (It's) chalk.	
		ADVANCED		TOOL
		Use a ruler *tool*	All right.	ruler compass eraser design
		Draw a straight line. curved	Like this?	
		Yes, like that. Draw a rectangle. *shape*	O.K. Like this?	
		Yes, that's good. Draw a design.	O.K.	
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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Put a line next to the on the rectangle. triangle. square.		
			Here?	
		Yes, that's right.		
		Put a line between here and here.		
			O.K.	
		Good.		
5. T encourages Ss. to share their work. In the early days of the cycle, Ss are afraid of being wrong and there is a lot of copying. Often they equate "different" with wrong. It takes a lot of reinforcement to keep Ss from copying.	5. Ss share and compare work.	5. Look at this. his.		
			5. O.K.	
		Look at that. hers.		
			O.K.	
6. T repeats the demonstration with several more Ss participating at their tables. Numbers are introduced in command form. T elicits a group response first and then individual responses. Since this is early in the cycle, it is important not to put anyone on the spot.	6. Class observes the demonstration and participates in the action as directed using appropriate language.	6. Draw two lines.		________
			6. O.K.	
		Draw three circles.		________
			Here?	
		Yes, like that.		one, two, three, four,
			O.K.	
		Draw one rectangle.		
			O.K.	
		Draw four triangles.		
			Like this?	
		Yes. No.		

VI. PROCEDURE – ACTIVITY 1: MAKING DESIGNS WITH LINES AND CIRCLES

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. T gives commands to the class. Some Ss will try to follow directions; others cannot or will not begin. Ask Ss who understand this exercise to help slower Ss.	7. Ss follow directions, use the language asked for and draw the figures requested.	7. Pick up your pencils. Draw a line. Put your pencils there. Draw a line [T points]. Yes, good.	7. O.K. O.K. Like this?	
8. During the activity, the T interrupts the class to practice VESL. Since this is an early lesson in the cycle, encourage class response generally and limit questions requiring individual response.	8. Ss respond appropriately.	8. What's your name? What's this? How many circles. do you have?	8. My name is ________. It's a(n) eraser. tool ________ circles #	
9. T instructs the class to clean up the classroom and dismisses the class.	9. Ss use VESL as they clean up.	9. Clean up. Put the pencil here. tool Good-bye.	O.K. O.K. Good-bye.	

Pre-employment Activity

Phanat Nikhom – Lesson 3

MAKING AND DRAWING A DESIGN

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . working alone.
   - b. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specification.
2. Competency 2: The student can utilize plans and patterns.
   - a. . . . as input/source of information to perform a task.
   - c. . . . as output/product.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of a task.
   - a. Provide feedback on progress.
   - b. Provide feedback about quality of work.
   - c. Provide specific assessment of a product.
4. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
5. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
6. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
7. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
   - a. Greet supervisors and co-workers.
   - b. Initiate and respond to farewells.
8. Competency 14: The student can identify and introduce him/herself and others.
   - a. Identify and introduce him/herself and others.

C. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace.
    a. The student can identify strategies for clarifying workplace rules, policies and procedures.
2. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:
    a. Student can give examples of ways to establish rapport with supervisors and workers.
    b. Given the following critical incident, the students can select from alternative actions the most appropriate one for the American workplace.
        1. your boss is angry.
3. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace.
    a. Given the following situations on the job, students can select from various alternatives the most appropriate action:
        1. unclear directions.
        5. something goes wrong on the job.

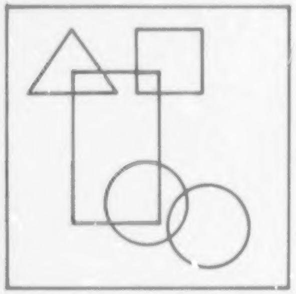
II. LESSON CLARIFICATION

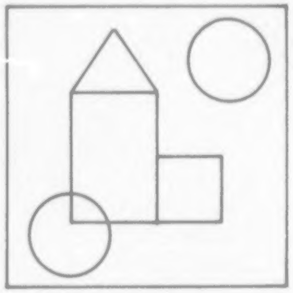
A. Teaching Points

1. Plan and construct a design with flat objects.
2. Use a pencil and paper to copy a design.
3. Learn basic geometric shapes: squares, rectangles, triangles and circles.
4. Organize a task.

B. Teaching Tips

1. Hand out felt tip pens so students can begin drawing in color; students love colored pens.
2. Students can create either an abstract or formal design. Encourage students not to copy.





C. Learning Environment

1. This lesson features a learning activity which helps students conceptualize simple ways to organize their work such as taping the edges of the paper to the table top.
2. The lesson introduces use of simple tools, such as a compass, to control the precision of the drawing. However, students are allowed to choose their own design.
3. It is important that workers on the job share information. Students are encouraged during their activity to learn from each other by sharing their work. By this sharing, the students also gain confidence in themselves and in using the knowledge they possess.
4. When redrawing the design onto a second piece of paper, the student gains experience in using a paper and pencil and in judging dimensions. Eye-hand coordination is reinforced, an important preliminary activity for writing. The lesson introduces the concept of comparison, i.e., "same" vs "different".

III. CULTURAL ORIENTATION

A. Questions that Reflect upon Learning:

1. What did you learn in this activity?
2. Did you use your own ideas or ideas of others (teacher or classmates)?

B. Discussion Topic

1. Job assignments: following specific instructions, applying your own ideas to general instructions.

C. Cultural Involvement Activity

1. Examine American signs and determine the meaning for triangle, circle and rectangle.

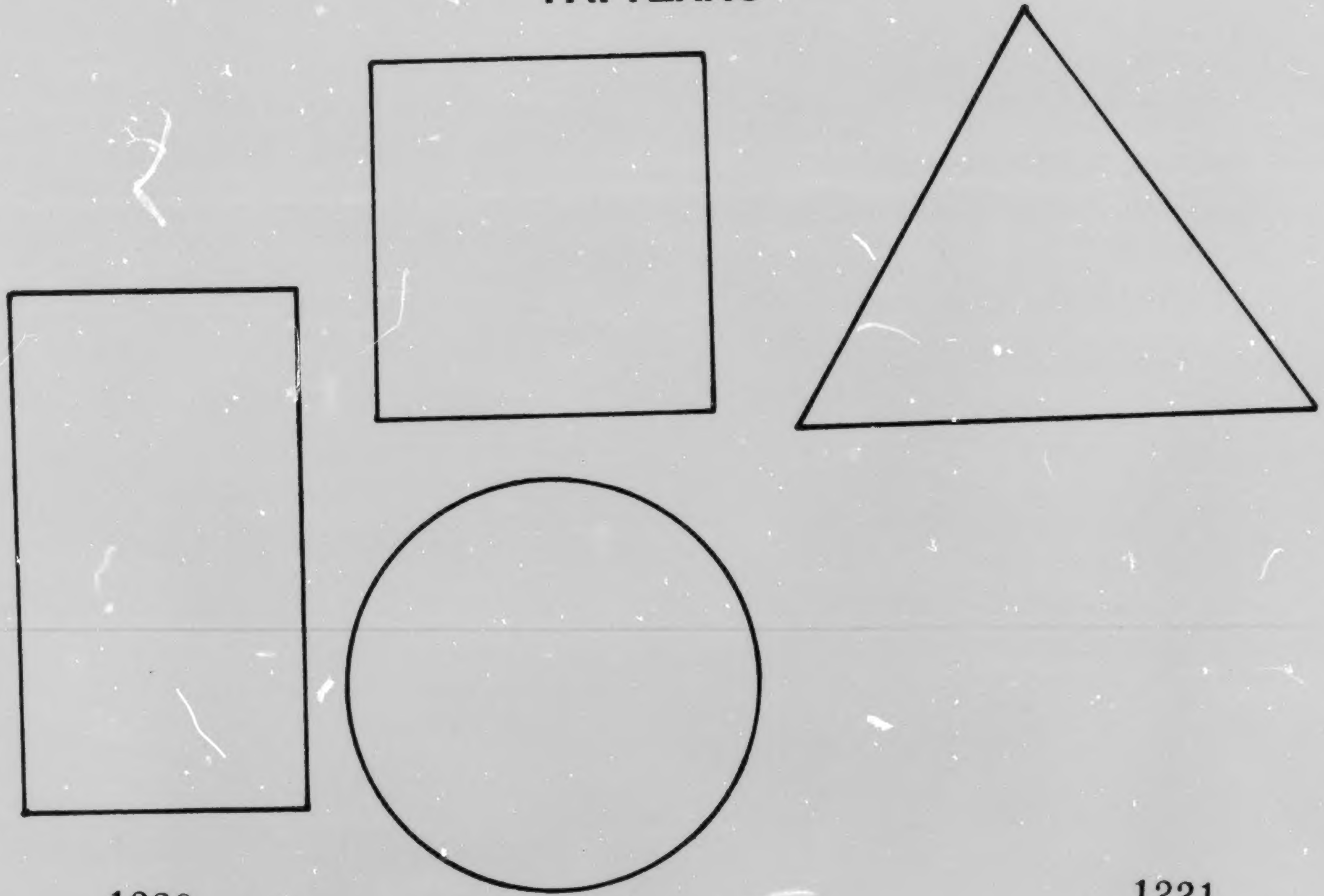
IV. MATERIALS

A. Required Materials, Equipment and Supplies

pencil	1 each
straight edge	1 each
compass	1 each
eraser	1 each
pencil sharpener	1 per class
masking tape	1 roll/class
paper, white	3 each
set of cardboard pieces a set consists of a square a rectangle, a triangle, and a circle. The five pieces should be able to fit in an area the size of a piece of paper. They should also be of various colors.	1 each

PATTERNS

PATTERNS



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VI. PROCEDURE – ACTIVITY 1: MAKING AND DRAWING A DESIGN

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces VESL by showing the materials and tools and saying their names as they are held up. Ss will try to repeat the names of objects immediately, but it is important that they listen carefully first.	1. Ss listen to objects being named and respond to T only as directed.	1. This is $\underset{\textit{item}}{\underline{\text{paper.}}}$ What is this? (T points)	1. (It is) $\underset{\textit{item}}{\underline{\text{a paper.}}}$	ITEM pencil paper line straight edge compass edge
2. T draws geometric figures, randomly placed on the blackboard. T continues to make sure the Ss focus on the board and carefully watch the T demonstration.	2. Ss observe demonstration.	2. Look at the line. What is this? (T points)	2. O.K. (It is) a $\underset{\textit{shape}}{\underline{\text{circle.}}}$	SHAPE circle rectangle triangle square DESIGN one, two, three, four COLORS red yellow blue green

VI. PROCEDURE – ACTIVITY 1: MAKING AND DRAWING A DESIGN

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T points out geometric shapes in the classroom such as tables, windows and wastepaper baskets.	3. Ss observe.	3. This is a rectangle. *shape*		
4. T gives commands.	4. Ss respond appropriately to commands and requests for language usage.	4. ______, stand up. *name*		
		Go over there. [T points]	4. O.K.	
		Pick up the chalk.		
		Draw a circle. *shape*	O.K.	
		Sit down.	O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T demonstrates several random arrangements of the cardboard pieces on paper to illustrate the word "design". T repeats "This is a design" each time s/he recognizes the shapes. Draw designs on the board as the lesson progresses to reinforce this concept. Continue to help Ss watch carefully and to focus on the problem by reviewing shapes and colors as a group.	5. Ss respond to questions and draw or move pattern pieces as directed.	5. This is a circle. *shape* What is this? [T holds up cardboard pattern.[		
			5. That is a square. *shape*	
		Pick up the straight edge.	O.K.	
		Use it. Draw a line on your paper.	O.K.	
		Good.		
		Put the circle, rectangle and triangle on the paper like this. [T demonstrates a sample arrangement.]		
		Look, this is a design. What is this?		
			This is a design. That	
		What color is the circle? *item*		
			It is blue. *color*	

VI. PROCEDURE – ACTIVITY 1: MAKING AND DRAWING A DESIGN

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
6. T passes out cardboard pieces and paper to Ss. While Ss are examining the pattern pieces, T reviews VESL.	6. Ss participate in VESL review.	6. Pick up the circle. shape	6. O.K.	
		Give me the circle. him shape her	O.K.	
		Put the rectangle here. shape there. over there.	O.K.	
7. T directs Ss to make a design by drawing around patterns and using a straight edge and compass. If T has drawn designs on the chalkboard they should be erased to discourage Ss from copying. T must circulate from table to table to encourage Ss and prevent copying. Ss request materials as needed.	7. Ss draw designs using patterns, straight edge and compass. They use appropriate language.	7. Make a design.	7. O.K.	
		What is this?	The straight edge item	
		Use the straight edge. item	O.K.	
		What do you need?	I need a compass. item	
8. T continues to monitor Ss' work and ask questions.	8. Ss complete their designs and continue to respond.	8. What's this?	8. A line.	
		Show me a pencil. item	O.K. [Holds up item]	
		Is this a square? shape	Yes/No	
		Is this finished?	Yes No. Not yet.	
		That's good.	Thank you.	

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VI. PROCEDURE – ACTIVITY 1: MAKING AND DRAWING A DESIGN

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
9. T reviews shapes and colors by encouraging Ss to show their work to each other.	9. Ss compare designs.	9. Is this the same? different? How many circles? *shape*	9. Yes, the same. No, different. _______ circles \#	
10. T hands out pencil, compass and straight edge and assists Ss in organizing their workspace to perform the next task. Center the paper, tape it to the table.	10. Ss follow T example and respond appropriately.	10. Put the paper here. Use the tape. Like this.	10. O.K. O.K.	
11. T hands out pencil, compass and straight edge and briefly reviews the names of the tools while demonstrating their uses, especially the compass.	11. Ss observe and respond as directed.	11. This is a pencil. Use the compass to make a circle. Like this.	11. It is a pencil. *item*	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
12. T demonstrates the word copy using "... the same" as s/he draws several patterns the same. NOTE: Visualization of the word copy is difficult. T should continue to use "copy", "same", and "put it here" as often as possible.	12. Ss observe and respond using appropriate VESL.	12. Look at this. Copy the design like this [T draws a repeated design].		
		Is it the same?	12. Yes.	
		Copy the design like this. [T draws a repeat of another design.]		
		Put it here. Copy the circle. Is it the same? different?	(It's) the same. different.	
13. T instructs Ss to copy their design. T circulates constantly to monitor and to elicit the language used in the previous steps.	13. Ss copy their design and respond to T individually using appropriate language.	13. Look at this. Copy the design here. [T indicates another sheet of paper.]	13. O.K.	
		Copy it the same.	O.K.	
		Is the circle the same or different?	Same. Different.	
		Put the line here. *shape*	O.K.	
		Are you finished?	Yes. No. Not yet.	

VI. PROCEDURE – ACTIVITY 1: MAKING AND DRAWING A DESIGN

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
14. T asks those Ss who have made the same design to display their work.	14. Ss with similar designs respond to T instructions.	14. Is it the same? different?	14. Yes, the same. No. No, different.	
		Is your design the his her same?	Yes. No.	
		Is your design different? her	The same. Different.	
15. T asks Ss who have drawn different designs from others to display their work. T points out at least one thing that is good in each design.	15. Ss with individual designs respond to T instructions.	15. How many circles? *shape*	15. ______ circles. # *shape*	
		Good circles. Is this a triangle?	Yes. No. A square.	
		Good square.		

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
16. If time permits, T passes out felt tip pens and asks Ss to color their designs.	16. Ss color their designs and respond to questions from T.	16. Take four colored *number* pens.	16. O.K.	
		What color is your pen?	(It's) red. *color*	
		Is it the same or different? [T holds up two pens.]	(It's) the same. different.	
17. T instructs Ss to write their names on their papers and pass them in.	17. Ss sign and pass in their papers.	17. Color your design. Like this.	17. O.K.	
		Write your name on your design.	O.K.	
		Give me your designs.	O.K.	
		Thank you.	You're welcome.	

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VI. PROCEDURE – ACTIVITY 1: MAKING AND DRAWING A DESIGN

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
18. T instructs class to clean up the room and reviews VESL as students put items away. Dismisses the class.	18. Ss put tools and materials away while responding to the T.	18. Clean up. Give me the ruler. *item*	18. O.K.	
		Give me the red pen. *color*	O.K.	
		Put it here.	O.K.	
		Good-bye. See you tomorrow.	Good-bye.	

Pre-employment Activity

Phanat Nikhom – Lesson 4

DRILLING HOLES IN WOOD

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - a. . . . starting and/or determining task assignments, completing a task to specification; completing a task within a given-time frame; performing as part of a team.
   - [illegible] showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 5: The student can organize, classify, and sort discriminating between:
   - a. . . . color code, shape, material size.
3. Competency 6: The student can follow a sequence.
4. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
     1. To start a task
     2. To take something apart
     3. To put something away
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of a task.
   - a. Provide feedback on progress.
   - b. Provide feedback about quality of work.
   - c. Provide specific assessment of a product.
4. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
5. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
6. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
7. Competency 12: The student can read workplace signs.
   - b. Read safety signs.

8. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.

   a. Greet supervisors and co-workers.
   b. Initiate and respond to farewells.

9. Competency 14: The student can identify and introduce him/herself and others.

   a. Identify and introduce him/herself and others.

C. **Cultural Orientation**

1. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:

   a. Student can describe his responsibilities in the role of a job trainee.

2. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:

   b. Given the following critical incident, the students can select from alternative actions the most appropriate one for the American workplace:
      1. your boss is angry.

3. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:

   a. Given the following situation on the job, student can select from various alternatives the most appropriate action:
      5. something goes wrong on the job.

II. LESSON CLARIFICATION

A. Teaching Points

1. Learn how to put a drill bit into the chuck of a hand drill.

2. Be able to select correct size of drill bits to use when drilling and countersinking wood.

3. Use a hand drill to make holes in wood.

4. Use a screwdriver and a screw to fasten two pieces of wood together.

B. Teaching Tips:

1. Provide an example of two pieces of wood with many holes drilled in them and already fastened together. Teacher should encourage students to drill many holes in their pieces of wood.

C. Learning Environment

1. This is the first lesson introducing the student to working with wood. The students may or may not have worked with hand tools depending upon their village occupation, sex, or geographical location.

2. Organization is an important part of their activity. Students are using two pieces of wood, clamps and a hand drill while listening to verbal instructions. They must learn to use a C-clamp and to hold the wood and the drill. The teacher should encourage and not be alarmed by mistakes.

3. This lesson helps develop judgment in estimating the size of diameter.

III. CULTURAL ORIENTATION

A. Questions that Reflect upon Learning

1. In your own country, what kind of woodworking tools did you use?

2. What is the purpose of a bench hook?

3; Was any equipment broken or damaged during this lesson? In a job situation, what happens when equipment is broken or damaged?

4. To do this work well, what things must you know?

B. Discussions Topics

1. The value of learning through mistakes.

2. What to say to boss or co-workers when you make a mistake.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

Tools

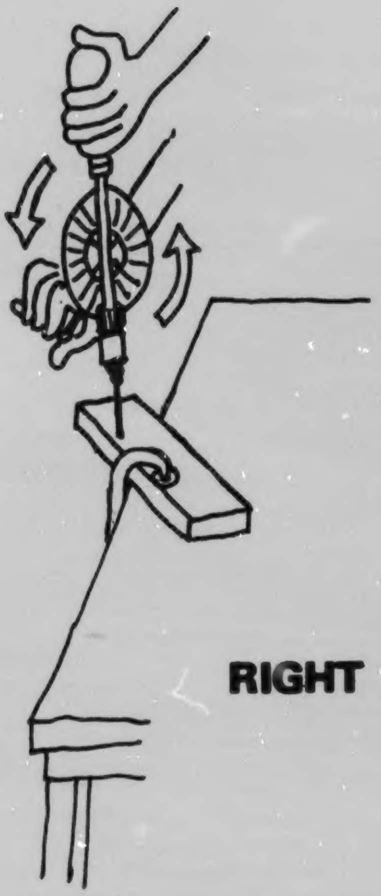
hand drill	1 each
screwdriver	1 each
set of drill bits	1 per pair
C-clamp	1 per student

Materials

screw, wood screw about 1½'' length	2 each
pieces of wood*	2 each
masking tape	1 roll per class

Materials Specialist Note

*pieces of wood should not already have holes



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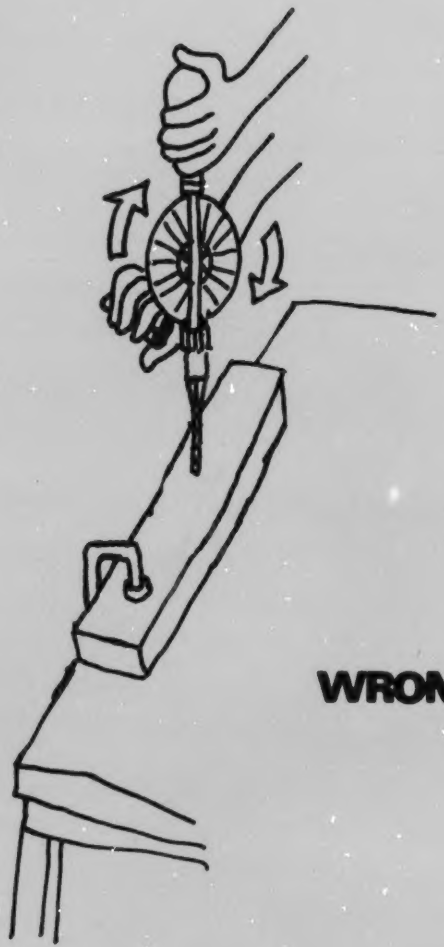

WRONG

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VI. PROCEDURE – ACTIVITY 1: DRILLING HOLES IN WOOD

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces VESL by identifying the materials and tools. T repeats the name of the rejects as s/he passes them for Ss' examination.	1. Ss listen to names of objects, handle them and repeat words as directed by T.	This is a bit. *item*		
		What is this?	1. (It is) a bit. *item*	
2. T demonstrates how to put a drill bit into a chuck and tighten it. Pass around the drill so Ss can feel a tight and loose drill bit in place.	2. Ss observe demonstration and examine drill and its parts.	2. This is a drill. Pick up the drill. Pick up the drill bit. Put the drill bit into the chuck. Tighten the chuck like this. Is it tight?	2. I don't understand.	
		Will the bit fall out?	No.	
		It is tight. Is it tight?	Yes.	
		Do you understand?	Yes. No.	
		Is it tight now?	No.	
		Tighten it.		

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VI. PROCEDURE – ACTIVITY 1: DRILLING HOLES IN WOOD

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T, or if possible, a S demonstrates the use of a hand drill with a piece of wood emphasizing how to drill a hole, how to avoid drilling holes in the table, and — how to avoid getting one's finger caught in the gear. T may want to show the meaning of a hole by pointing to other holes in the classroom — clothes, wall paper, etc.	3. Ss observe then each one practices turning the handle correctly and replacing the bit. Ss find additional holes in the room.	3. Hold the hand drill like this. Stand behind the hand drill this way. Put the drill bit in. Is this right?	3. Yes.	SIGHT WORD DANGER
		Look at the drill bit. Is it straight?	{ Yes. No.	
		Turn the handle this way.	I don't understand.	
		Do it like this.	O.K.	
		Don't do it like this.	I understand.	
		Are you sure?	{ Yes. No.	
		This is a piece of wood. Clamp it to the work table. Place the drill like this. Drill a hole like this.		
4. T reviews VESL related to safety and demonstrates safe and unsafe placement of the drill.	4. Ss observe and recognize the word DANGER.	4. Drill like this. Don't drill like this. Put the drill here. Not here or here. Is this O.K.?	4. { Yes. No.	
		Is this also O.K.?	{ Yes. No.	

VI. PROCEDURE – ACTIVITY 1: DRILLING HOLES IN WOOD

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T demonstrates using screws and attaching the wood.	5. Ss observe attentively.	5. Pick up the screwdriver. Pick up the screw. Place screw inside drilled holes. Attach the wood.		
			5. Please repeat.	
		Attach the wood. Tighten the screws. Do you understand?	Yes. No.	
		Is the screw tight?	Yes. No.	
6. T directs Ss to drill holes into their pieces of wood and attach with a screw. During the activity the teacher monitors students and uses language to report progress. Point out good work and explain errors.	6. Ss drill holes then attach pieces of wood.	6. Now you do it. Are you ready? [insert]	6. Yes. No.	ITEMS hand drill bit screws wood hole screwdriver clamp
		Are you finished?	Yes. No. Not yet.	
7. T instructs class to clean up the room. T reviews VESL as Ss put items away.	7. Ss put tools and materials away while responding to the T.	7. Clean up. Give me the bit. *item*		
		That's all. See you tomorrow.	7. Goodbye.	

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Pre-employment Activity

Phanat Nikhom – Lesson 5

MAKING AN EXTENSION

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - b. . . . working alone
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task, with minimal or no additional training.
3. Competency 6: The student can follow a sequence.
4. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of a task.
   - a. Provide feedback on progress.
   - c. Provide specific assessment of a product.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - b. Ask for assistance or advice from a supervisor or co-worker.
5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
6. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
7. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
8. Competency 12: The student can read workplace signs.
   - b. Read safety signs.
9. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
   - a. Greet supervisors and co-workers.
   - b. Initiate and respond to farewells.

10. Competency 14: The student can identify and introduce him/herself and others.

   a. Identify and introduce him/herself and others.

C. Cultural Orientation

1. Competency 3: Students understand importance of rules, policies and procedures common to the workplace.

   b. Given a sample of company rules, policies and procedures, the student can distinguish situations which conform to or violate them.

2. Competency 6: Students understand importance of taking responsibility for their own and others' safety on the job.

   b. Given a dangerous situation, student can identify an appropriate action to be taken.

II. LESSON CLARIFICATION

A. Teaching Points

1. Reinforcement of skills learned in a previous lesson
   a. Stripping a wire.
2. Taking apart and putting together something that includes a nut and a bolt.
3. Learning that electricity can be dangerous.
4. Learning that a lampcord has 2 wires.

B. Learning Environment

1. This lesson reinforces learning acquisition skills. Students are expected to examine a ready made extension cord and, through observation, trial and error, reason how to put together an extension cord that works.
2. This is the first lesson in which a practical electrical device is made. The lesson is designed to introduce electricity in a graphic and comfortable way. It also illustrates the reasons for quality standards when joining wire.
3. The teacher continues to foster sharing of information between workers as the lesson is completed.

III. CULTURAL ORIENTATION

A. Questions that Reflect upon Learning

1. How are extension cords used?
2. What did you already know about using electricity?
3. How did you use what you learned before?
4. What did you learn by examining materials and observing other people?
5. Did some people finish faster than others? In a job situation, what problems can arise when some work faster than others?
6. Were you able to help your classmates (co-workers) in any way? How?

B. Discussion Topics

1. Safety in the use of electricity
2. Saving money around the house
3. Repairable appliances that many people throw or give away

C. First Jobs that Use Related Skills

1. Electronic assembler

IV. MATERIALS

A. Required Materials, Equipment and Supplies

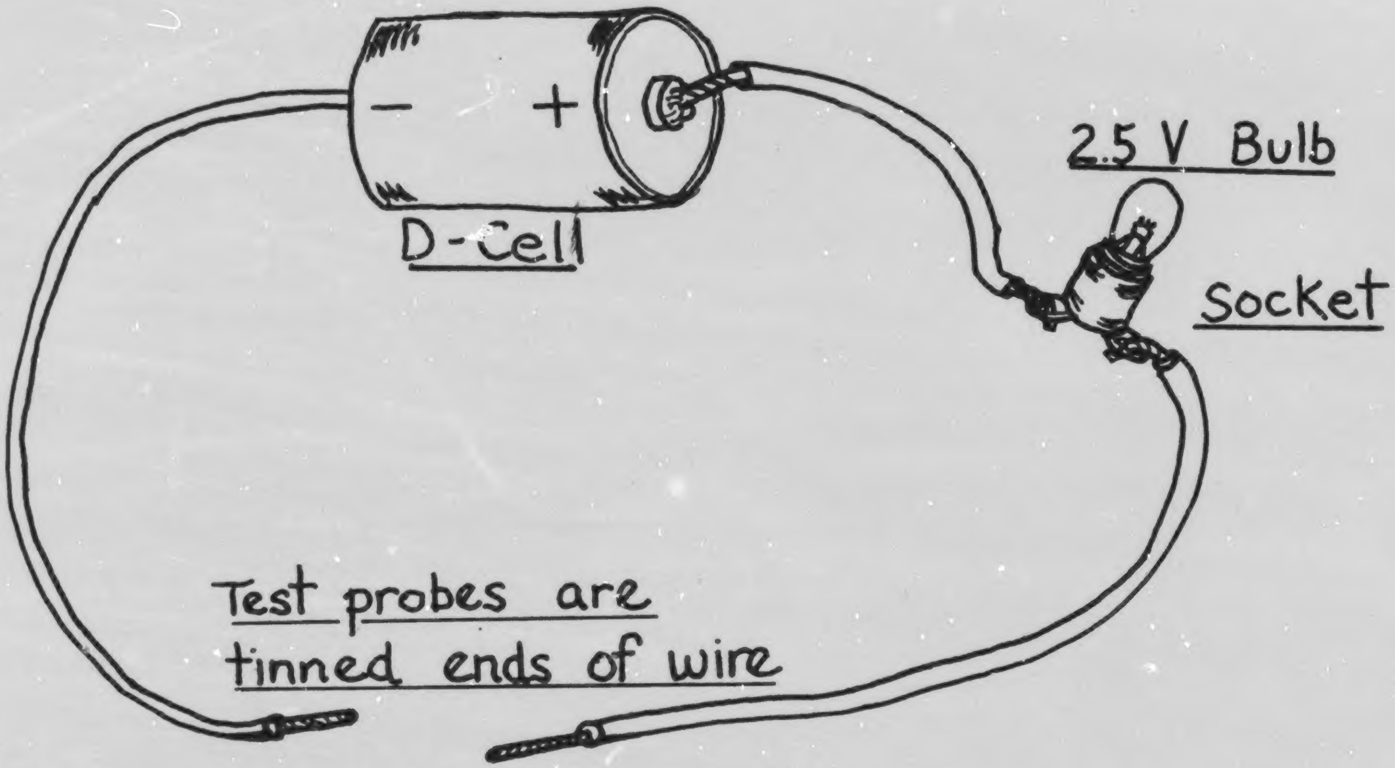
Class set of drawing — "Short Circuit"

knife, razor knife	1 each
screwdriver (small)	1 each
lamp	1/class
**test light (see drawing)	1/class
wire cutter (needed only if wire is supplied in long pieces)	2/class
plug	1 each
socket	1 each
wire, lampcord	1 or 2 long pieces with total length more than 3 meters for each student or pieces of wire from old extension cords.
lamp (for testing extension cords)	1/class

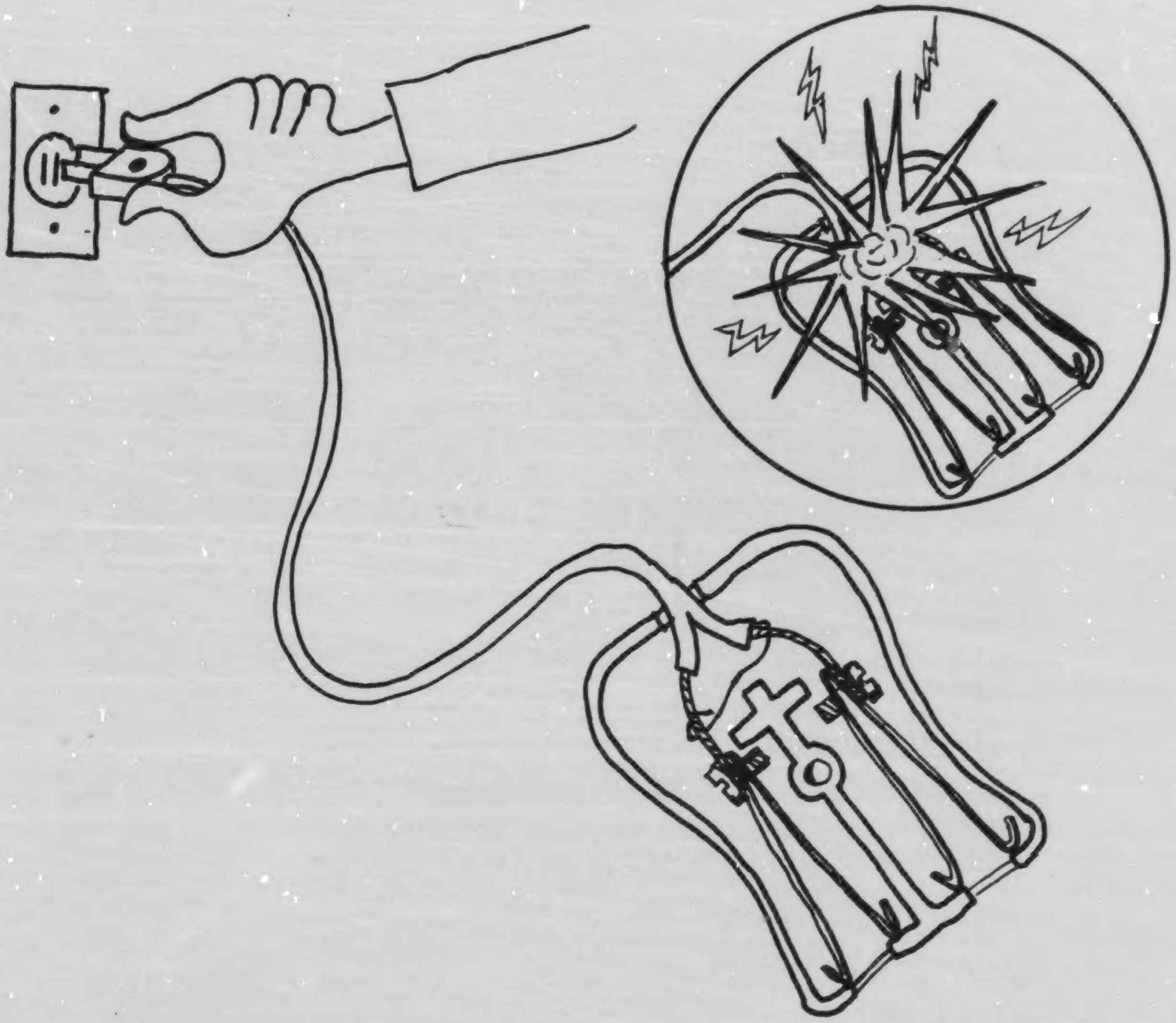
Materials Specialist Note

*Ends of wire which have been stripped have to be cut off before wire can be used in this activity.

TEST LIGHT



SHORT CIRCUIT



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VI. PROCEDURE – ACTIVITY 1: MAKING AN EXTENSION

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces VESL and materials. Ss should listen, not try to speak.	1. Ss listen.	1. This is a lampcord. *item*		ITEM extension cord lampcord socket plug wire cutter nut lamp REVIEW VOCABULARY wire screwdriver knife screw
2. T gives oral commands. Ss will be addressed individually and should respond appropriately. If S is unable to respond, move on to another S. Return to those who could not respond after correct responses have been given several times.	2. Ss respond with appropriate language and perform the command given.	2. Pick up the wire. *item*	2. O.K.	
		Put the knife over there. *item* there. here.	O.K. All right.	
		Give me the plug. her *item* him	O.K.	
		______, stand up. *name*	O.K.	
		Sit down.	All right.	
		Go over there, ______. *name*	O.K.	
		Come here ______. *name*	All right.	
		ADVANCED		
		Put this here. that these those		

VI. PROCEDURE – ACTIVITY 1: MAKING AN EXTENSION

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T says the names of the tools and materials.	3. Ss repeat items, first as a group and then individually as directed by the T.	3. This is a plug. *item* What is this?	3. (It is a) plug . *item*	ADVANCED This That These Those
4. T marks off 3 ft. on the edge of two tables. T demonstrates how to measure the wire for a 6 ft. extension cord by laying the wire between the two marks on the table.	4. Ss observe and respond to questions.	4. Measure the wire from here to there. Like this. Is it the same? Make the wire the same. From here to there. Do you understand?	4. Yes. No. Yes. No.	
5. T demonstrates again, quickly, how to measure and cut a 6 foot length of lampcord. After dividing Ss into groups of two, T instructs each S to cut a piece of lampcord which is 6 ft long using the marks on the table edge as a measurement guide. If old wire which is already cut to the correct length is used, Ss should verify that fact.	5. Ss measure and cut lampcord in 3 ft. lengths.	5. Now you do it. Cut the wire like this. Do it again.	5. O.K. All right.	

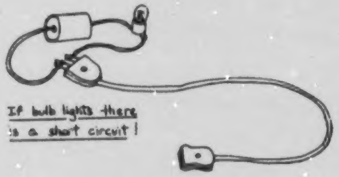
VI. PROCEDURE – ACTIVITY 1: MAKING AN EXTENSION

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
6. T shows that lampcord has two wires by cutting the two strands apart. 	6. Ss observe and respond appropriately.	6. This is a lampcord. It has two wires. Cut the lampcord like this. Make two parts.		
		Do you understand?	6. Yes. No.	
		[T holds up the razor knife.]		
		Use the razor knife. Be careful.	O.K.	
		Watch me again. Wrap the wire. Tighten the screws. Put the cover on. Now you do it. Make an extension. Like this one.	O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. T shows a sample extension cord, passes it around to let Ss look at the extension cord.	7. Ss observe and respond as appropriate.	7. This is an extension cord. Look at it.	7. O.K.	
8. T passes out tools and parts while reviewing vocabulary.	8. Ss respond to VESL drill.	8. Everyone. Take one socket. *item* (Take one of these) those	8. O.K.	
9. T demonstrates how to take apart and put together the socket and plug of an extension cord. T instructs Ss to make an extension cord from the parts of their tables. T should be fairly non-directive and let the Ss apply previously gained skill in wiring.	9. Ss first observe the T demonstration and then begin to assemble their extension cord.	9. Watch me. Take the cover off. Take the screws out. Unwrap the wire. ______, give me the *name* screwdriver. *item*	9. O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
10. T helps each S as necessary and encourages students to help each other, making sure that every person learns to do each step. T continues to use VESL when assisting Ss.	10. Ss continue to assemble their extension cord and respond to each other and the T when appropriate.	10. What's that?	10. (It's) a wire. *item*	
		Put the screw here. *item*	O.K.	
		Use the razor knife. Be careful.	All right.	
		What do you need?	(I need) a socket. *item*	
		How's it going?	O.K. Good. Not so good.	
		Do you need help?	Yes. No.	
		______, help her. *name*	O.K.	
		Do you need help?	Yes. No.	
		Do it like this.	I don't understand.	
		Watch me. Put this here.	O.K.	
		Are you finished?	Yes. No, not yet.	

VI. PROCEDURE – ACTIVITY 1: MAKING AN EXTENSION

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
11. T tests each extension cord with a test light to see that there is no possibility of a short circuit. As the T demonstrates, s/he should refer when possible to a drawing on the board showing the test light and testing process.  	11. Ss observe and test their extension cords when instructed.	11. Put this end here. Like this. Put the other end here like this. Understand? This extension is O.K. The light works. Now you do it.	11. Yes. No.	
12. If the test of the extension failed, the T asks a S to take it apart and put it together again. T should aid S if necessary, but if another S clearly understands what should be done should have him/her aid in the repair of faulty cords.	12. Ss respond to T's directions and rebuild their extension cords.	12. Does it light? It's not good. Take it apart. Do it one more time.	12. O.K.	
13. If the test of the extension succeeds, T instructs Ss to plug the lamp into the extension cord which is plugged into the outlet. The lamp should light.	13. Ss plug their extension cord into the wall and see the lamp light up.	13. Make the lamp light up. Plug this in here. Where does this plug go? Good. Plug it in.	13. O.K. (In the wall) here. O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
14. T demonstrates what happens when there is a short circuit, using gestures. a. T shows extension with the socket taken apart. b. One strand (one very thin wire) is connected to the wrong screw. c. T plugs this extension in. There is a bright flame for a very short time, until the strand of wire burns up. d. T shows safety sign. Referring to the drawing on the board, T points out why there was a short current. NOTE: The trick is to educate, not to scare the student.	14. Ss observe the demonstration and respond to VESL.	14. Stand back. Be careful. Danger. This is a short circuit.	14. O.K. O.K.	

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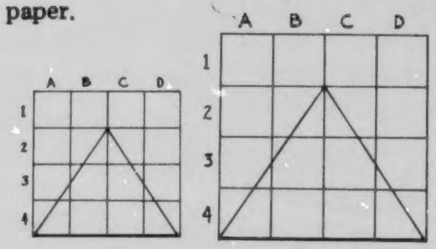
VI. PROCEDURE – ACTIVITY 1: CHANGING THE SIZE OF A DRAWING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Everyone take one sheet of graph paper.	O.K.	
5. T gives each S a small cardboard geometric shape, i.e., square, circle, triangle or rectangle. The shape must be small enough to fit the A, B, C, D/1, 2, 3, 4 grid. Briefly review names of shapes.	5. Ss respond.	5. What's this?	5. (It's) a circle. item	WRITING 1, 2, 3, 4 A, B, C, D
6. T demonstrates how to trace around the piece on the board while instructing Ss to follow the same steps by placing their cardboard pieces on the paper and drawing around them with a pencil. Placement on the paper is not important. After the demonstration, the T monitors Ss work and encourages Ss use of VESL.	6. Ss trace their designs onto graph paper following the T's instructions.	6. Use the graph paper.	O.K.	
		Trace your design. on the graph paper.	All right.	
		Put your circle item anywhere.		
7. T refers to illustration of numbered and lettered graph on the blackboard or previously drawn visual. S/he instructs the Ss to label the squares on the top and side of their graph paper. As Ss label their papers, T circulates around the room correcting and redirecting Ss work. T directs those who understand the assignment to assist others having problems. As often as necessary, refer to the board illustration and repeat the instructions while clearly gesturing top to bottom, left to right.	7. Ss label the top and sides of their graph.	7. This is a graph. Look at your graph paper. Is it the same?	7. No, It's not the same.	
		This graph has numbers here (T points). Does your graph have numbers here?	Yes. No.	
		Put these numbers across the top. Do you understand?	Yes. No. Please repeat.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		This graph has letters here [T points]. Does your graph have letters?	Yes. No.	
		Put the letters down the side. Do you understand?	Yes. No. Please repeat.	
		Make your graph the same, like this [T points to sample graph] Is it the same?	Yes. No.	
		No, it is not the same. Put the letters/numbers here.	All right.	
		Make it the same.	O.K.	
8. T provides each student with large grid graph paper and demonstrates how to transfer a design accurately from the small to the large grid. T asks Ss to transfer their first design to the large grid graph paper.  Small Grid Large Grid	8. Ss transfer the first design to the large grid graph paper while responding to instructions and redirection. When possible, Ss help each other.	8. Use this graph paper. Copy the design. One square first. Now this square. Like this.	O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
9. T continues to monitor Ss' work and provides individual instructions. Teacher may have to stop the class and repeat the initial instructions. As work is monitored, teacher elicits appropriate language.	9. Ss continue to draw and correct their errors while responding to the T and to each other.	9. What are you doing?	9. Sharpening a pencil. Copying (a design). Erasing.	
		What is he doing? she	Erasing (a design). copying.	
		(What are we doing?) they	Erasing a design. Copying.	
10. T checks to see that each S is working correctly and demonstrates the correct way to complete a line when necessary. T encourages Ss to share their work.	10. Ss correct their errors, share their work and continue to respond to the T and each other.	10. ________, check *name* ______'s paper. *name*		
		Is it right?	10. Yes, It's right. No.	
		Show me your paper. What are you doing?	Copying (a design). Erasing.	
		This is not right. Put it here. [Teacher points to line.]	O.K. I don't understand. Please repeat.	

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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Are you finished?	Yes. Almost. No, not yet.	
		It's time to clean up.	O.K. All right.	
		Good-bye.	Good-bye.	

Pre-employment Activities

Phanat Nikhom – Lesson 8

CIRCUIT WITH LIGHT BULB

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - b. . . . working alone
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 8: The student can utilize plans and patterns.
4. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.

2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of a task.
   - a. Provide feedback on progress.
4. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
5. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
6. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
7. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
   - a. Greet supervisors and co-workers.
   - b. Initiate and respond to farewells.
8. Competency 14: The student can identify and introduce him/herself and others.
   - a. Identify and introduce him/herself. and others.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:
    - b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.
2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.
    - a. Student can relate training to common entry-level jobs generally available to refugees.
    - b. Given his/her employability profile, previous work experience and the current employment situation in the U.S., student can establish realistic goals.

II. LESSON CLARIFICATION

A. Teaching Points

1. Making a simple circuit.
2. Soldering a tinned wire to another metal surface.
3. Soldering skills.
4. Working cooperatively and safely.
5. Drawing a picture of a simple circuit.
6. Making something useful, to be used in future activities.

B. Teaching Tips

Since this is the first time a student is asked to draw what has been built, teacher should allow free representation. The idea of scale of schematic drawing is introduced much later.

C. Learning Environment

1. This lesson introduces the student to the concept of electrical flow in a path. It involves construction of a simple circuit which lights a bulb.
2. The activity continues to build awareness of safety, manipulative skills and practice in following a sequence of directions.
3. Proper care and storage of tools is emphasized toward the end of the lesson.
4. Sharing between students is encouraged as a way to foster English usage and to increase information transfer.

III. Cultural Orientation

A. Questions that Reflect upon Learning

1. In your own country, did your house have electricity? How did you use it? How much did it cost?
2. What new things did you learn about electricity in this lesson?
3. What tools did you use in this lesson? What are safety guidelines for the use of these tools?
4. If the light bulb fails to shine, where can you check for errors?

IV. MATERIALS

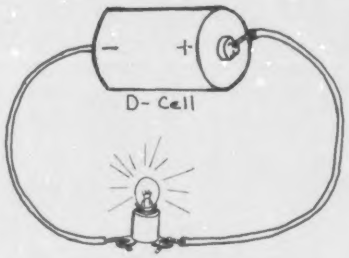
Required Materials, Equipment and Supplies

soldering iron	1 each
razor knife	1 per pair
cutter, wire cutter	3 per class
file, metal file (to clean tip of soldering iron)	3 per class
screwdrivers and regular head	1 per class
phillips head	1 per class
pencil	1 each
solder	1 box per class
flux	4 containers/ class
sponge (wet and in plastic container) see diagram	4 per class
masonite, 30 x 30 cm, table protector	1 each
broken pieces of clay pot for soldering iron test	1 each
bell wire (tinned 30 cm pieces from previous lesson)	2 each
light bulb (2.5 volt screw base type)	1 each
light bulb holder	1 each
battery D cell 1.5 V	1 each
student made extension cords, see previous lesson	1 each
extension cord (roll-up type)	2 per class
adaptor, 3-way	1 per 3
paper towels	2 each

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the names of tools and materials.	1. Ss should listen first, then respond appropriately.	1. This is a battery ______ *name*, hand me the battery. This is a light bulb. *item* What is this?	1. O.K. That's a ______ *item*. It's	ITEM battery light bulb light bulb holder battery connector wire soldering iron
2. T gives each S a D cell battery, light bulb, light bulb socket and two tinned wires (from lesson on tinning wire).	2. Ss follow T commands.	2. Take one of these. those. Take the bulb. *item* Give ______ *name* the wire. *item.*	2. O.K. All right. O.K.	

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T asks individual Ss questions about tools and parts. It may be necessary to remind Ss to focus on the VESL as they often find the supplies interesting.	3. Ss respond to T questions.	3. Do you have a wire? *item* Who has a wire? *item* What do you have?	3 { Yes, I do. No, I don't. I have. (I have) a battery. *item*	ITEM light bulb light bulb holder battery battery holder battery connector solder
4. T instructs Ss to assemble the parts in a way that makes the light bulb light.	4. Ss begin to put their parts together so that a circuit is made, causing the light bulb to go on.	4. Make the light bulb work. What do you need?	4. I need a solder. *item*	
5. T helps Ss assemble the parts correctly so that the bulb lights. Ss will enjoy exploring the ways that a circuit can be completed; adequate tme should be allowed for this portion of the lesson. After Ss have completed a circuit and their bulb lights, draw a picture of the circuit and bulb on the board. (See drawings).  1291	5. Ss complete the assembly of a circuit which causes the bulb to light.	5. Put the battery here. *item* Next put the wire *item* here. Does it work? Show me? ____ , give ____ *name* *name* the ____ *item* Are you finished? Good.	5. O.K. All right. O.K. { Yes. No.	1292

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
6. T demonstrates how to solder a tinned wire to the end of the battery and to the light bulb socket. Ss should focus closely on the demonstration.	6. Ss observe.	6. Pick up the soldering iron. Hold the soldering iron. Like this. Plug in the soldering iron. Be careful. It's hot. Watch me. Solder here. there. Like this.		
7. T gives each S a soldering iron, and makes other soldering equipment available. As the tools are passed out, use the VESL. Remind Ss to keep the tip of the soldering iron clean. Where possible stress safety points.	7. Ss follow T commands and respond with appropriate VESL.	7. What do you need? Take the flux. item Put the flux over item there. here. Plug in the extensions.	7. I need the solder. item O.K. All right. O.K.	
8. T instructs Ss to solder the wires to the light bulb in the same configuration the S used to make the bulb light. As the T monitors the Ss work, help them see the difference between the good and bad work. Encourage Ss who are apt at soldering to help other Ss.	8. Ss solder their circuit and respond to T's questions or comments.	8. Solder the wires here. there. Right here. Yes. No.	Where? Is this O.K.?	

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

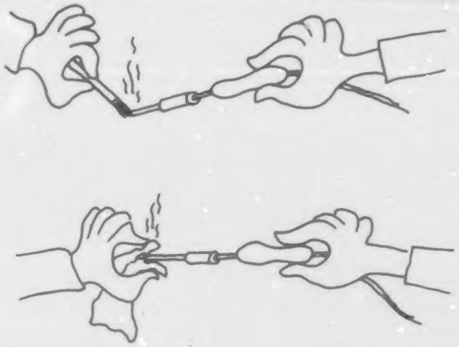
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Look here. [pointing].		
		This is a good soldering. Do it like this.	All right.	
		Where is the soldering iron?	Here. There. Over there.	
		Be careful it is hot. Put it here (on the safety holder).	O.K.	
		Does the bulb light?	Yes. No.	
		Are you finished?	No, not yet? Almost. Yes.	
9. T instructs Ss to find a way to turn off the light bulb.	9. Ss experiment and either unscrew the bulb or turn the bulb off by unscrewing it about ¼ turn.	9. Turn the light off.	9. O.K.	

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
10. T hands out paper and pencil to each S and instructs them to draw a picture of this circuit. As Ss work, T moves around the room asking Ss to compare their drawing with the circuit in front of them. NOTE: T should erase the drawing done earlier on the board before this command is given.	10. Ss draw a picture of their circuits and respond to T with appropriate language.	10. What is this?		
		[T gestures] This is a circuit. Draw it.	O.K.	
		Draw it like this. [Briefly hold up paper and pencil drawing of circuit.]	O.K.	
		Do you understand?	Yes. No. Please repeat.	
		[T repeats directions.]		
		Look at your drawing.	O.K.	
		Is it the same or different? [T gestures to circuit and drawing.]	Same. Different.	
		Make the same.		

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
11. T instructs Ss to share their pictures with the class. Shows each S's picture of a circuit and points out the good parts of each drawing.	11. Ss respond to T's requests appropriately.	11. ________ show him *name* her your drawing.	11. O.K.	
		What is this?	A battery. wire bulb	
		This is good. [T points to specific part of drawing.]	Yes.	
12. T gives each S a plastic bag and instructs Ss to store their circuits in the bag. They should remove the light bulb and keep it separate from the battery. The circuit will be used in a later activity.	12. Ss prepare their circuits for storage and continue to respond with appropriate language.	12. Take a bag.	12. O.K.	
		Unscrew the light bulb. Put it in the bag.	All right.	
		Put the battery and wires in the bag.	O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
13. T instructs Ss to clean up, stressing that the soldering irons should be properly cleaned. T should refer to the visual "Cleaning the Tip of the Soldering Iron"	13. Ss put away tools, clean the soldering irons and throw away scraps.	13. Clean your soldering irons. Do it like this.	13. O.K.	
NOTE: Have the Ss clean their soldering irons first so that they cool before storage. T reviews the names of tools as they are put away.		______, do you have a *name* screwdriver? *item*	Yes, I have a screwdriver. *item* No, I don't.	
CLEANING THE SOLDERING IRON 		Put it in the bucket.	O.K.	
		Where are the pencils?	Here.	
		Put them on the table, ______. *name*	All right.	
		Bring me your plastic bags.	O.K.	
		See you tomorrow. Goodbye.	Goodbye.	

Pre-employment Activity

Phanat Nikhom – Lesson 9

MAKING AND USING A TEST LIGHT

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - b. . . . working alone.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 5: The student can organize, classify, and sort discriminating between:
   - c. . . . function.
4. Competency 8: The student can utilize plans and patterns:
   - c. . . . as output/product.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of a task.
   - a. Provide feedback on progress.
   - c. Provide specific assessment of a product.
   - d. Describe activities in progress and needs for completion of task.
   - e. Report time worked.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - a. Ask for feedback.
   - b. Ask for assistance or advice from a supervisor or co-worker.
   - c. Ask for help in an emergency.
5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - c. Ask for repetition of demonstration.
6. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.

7. Competency 9: The student can use numbers.

   c. Provide a count.
   d. Verify a count.

8. Competency 13: The student can initiate and respond to greetings and farewells, establish rapprt.

   a. Greet supervisors and co-workers.
   b. Initiate and respond to farewells.

9. Competency 14: The student can identify and introduce him/herself and others.

   a. Identify and introduce him/herself and others.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:

   b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping to develop realistic strategies for gainful employment.

   a. Student can relate training to common entry-level jobs generally available to refugees.

3. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:

   a. Student can give examples of ways to establish rapport with supervisors and workers.

   b. Given the following incident, the students can select from alternative actions the most appropriate one for the American workplace:

      3. a co-worker who is your friend leaves the job.

II. LESSON CLARIFICATION

A. Teaching Points

1. Broken circuits do not carry electricity.
2. Test light use.
3. Electricity will flow only through metal objects.
4. Soldering practice.
5. Completing a form.

B. Learning Environment

1. Students have previously joined wire and built a simple circuit. Now these skills will be used to build a piece of test equipment.
2. The equipment will be used to test and sort these materials that carry electricity.
3. This lesson continues to reinforce manipulation skills and the ability to follow directions.
4. Reporting as part of an activity is introduced (including a stress on reporting of progress).

III. CULTURAL ORIENTATION

A. Questions that Reflect upon Learning

1. What did you learn in this lesson?
2. Name some materials that will conduct electricity.
3. What kind of materials can be used to insulate against electric shock?
4. How can you apply this knowledge to your new life in the USA?

B. Discussion Topics

1. Safety in the home.
2. Ways to make your house safe for young children.

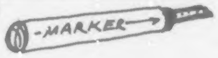
IV. MATERIALS

A. Required Materials, Equipment and Supplies

soldering iron	1 per pair
razor knife	1 per pair
file, metal knife	3 per class
pencil	1 each
solder	1 box per class
flux	3 containers per class
sponges	3 per class
extension (student)	1 per pair
extension (roll-up type)	2 per class
masonite table protector	1 each
clay pot pieces or soldering iron holder	1 per pair
Conduction Test Report form	1 each
objects pictured on form	1 of each per class
objects not pictured in form (they should be made of one type of material, and at least one of them should be all metal)	4 objects per class

V. DRAWINGS

STUDENT HANDOUT

CONDUCTION TEST REPORT FORM		
OBJECT	LIGHT ?	
WOOD		
COIN		
CHALK		
BUCKET		
SCISSOR		
SOLDERING IRON		
BATTERY		
STEEL TAPE		
HINGE		
ERASER		
MARKER 		

VI. PROCEDURE – ACTIVITY 1: MAKING AND USING A TEST LIGHT

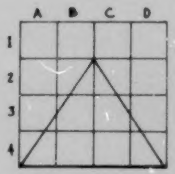
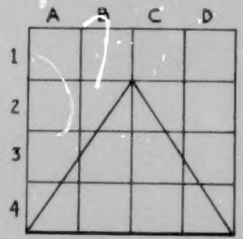
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T reviews previously introduced vocabulary.	1. Ss respond appropriately.	1. ______, give me the *name* wire. *item*	1. O.K.	REVIEW ITEMS battery wire light bulb soldering gun solder flux cutters
		What's this? that?	(It's) a battery. *item*	
		What're these? those?	They're solders. *item*	
2. T hands out equipment: a. Plastic bag with the light bulb and battery circuit made in the previous lesson. b. Razor knife T reviews the parts of the circuit.	2. Ss respond appropriately.	2. Everyone take a bag?	2. O.K.	
		Is your test circuit in the bag, ______ ? *name*	Yes. No.	
		[T responds to "no"] Who has ______ 's bag? *name*	I do.	
		Give him the bag. her	O.K.	
		What's this?	A razor knife.	
		Everyone take a razor knife.	O.K.	

VI. PROCEDURE – ACTIVITY 1: MAKING AND USING A TEST LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Watch me. [T holds up a circuit or visual of circuit.] What's this?		
			It's a wire. battery. light bulb.	
3. T instructs Ss to take the light bulb and circuit from the bag and make the bulb light.	3. Ss remove the circuit, screw the bulb into the socket and check all soldered connections.	3. Make the bulb light. Screw the bulb in the socket.	3. O.K.	
		Does it light?	Yes. No.	
		It doesn't light?	No, it doesn't.	
		What's the problem?	(The) battery (is) no *item* good.	
		Check here. [T points to soldered wires.] Is it soldered?	Yes. No.	
		No? Then solder the wire. What do you need?	I need a battery.	
1312				1313

VI. PROCEDURE – ACTIVITY 1: CHANGING THE SIZE OF A DRAWING

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Everyone take one sheet of graph paper.	O.K.	
5. T gives each S a small cardboard geometric shape, i.e., square, circle, triangle or rectangle. The shape must be small enough to fit the A, B, C, D/1, 2, 3, 4 grid. Briefly review names of shapes.	5. Ss respond.	5. What's this?	5. (It's) a circle. *item*	WRITING 1, 2, 3, 4 A, B, C, D
6. T demonstrates how to trace around the piece on the board while instructing Ss to follow the same steps by placing their cardboard pieces on the paper and drawing around them with a pencil. Placement on the paper is not important. After the demonstration, the T monitors Ss work and encourages Ss use of VESL.	6. Ss trace their designs onto graph paper following the T's instructions.	6. Use the graph paper. Trace your design. on the graph paper. Put your circle *item* anywhere.	O.K. All right.	
7. T refers to illustration of numbered and lettered graph on the blackboard or previously drawn visual. S/he instructs the Ss to label the squares on the top and side of their graph paper. As Ss label their papers, T circulates around the room correcting and redirecting Ss work. T directs those who understand the assignment to assist others having problems. As often as necessary, refer to the board illustration and repeat the instructions while clearly gesturing top to bottom, left to right.	7. Ss label the top and sides of their graph.	7. This is a graph. Look at your graph paper. Is it the same? This graph has numbers here (T points). Does your graph have numbers here? Put these numbers across the top. Do you understand?	7. No, It's not the same. {Yes. No. {Yes. No. Please repeat.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		This graph has letters here [T points]. Does your graph have letters?	Yes. No.	
		Put the letters down the side. Do you understand?	Yes. No. Please repeat.	
		Make your graph the same, like this [T points to sample graph] Is it the same?	Yes. No.	
		No, it is not the same. Put the letters/numbers here.	All right.	
		Make it the same.	O.K.	
8. T provides each student with large grid graph paper and demonstrates how to transfer a design accurately from the small to the large grid. T asks Ss to transfer their first design to the large grid graph paper.  Small Grid  Large Grid	8. Ss transfer the first design to the large grid graph paper while responding to instructions and redirection. When possible, Ss help each other.	8. Use this graph paper. Copy the design. One square first. Now this square. Like this.	O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
9. T continues to monitor Ss' work and provides individual instructions. Teacher may have to stop the class and repeat the initial instructions. As work is monitored, teacher elicits appropriate language.	9. Ss continue to draw and correct their errors while responding to the T and to each other.	9. What are you doing?	9. Sharpening a pencil. Copying (a design). Erasing.	
		What is he doing? she	Erasing (a design). copying.	
		(What are we doing?) they	Erasing a design. Copying.	
10. T checks to see that each S is working correctly and demonstrates the correct way to complete a line when necessary. T encourages Ss to share their work.	10. Ss correct their errors, share their work and continue to respond to the T and each other.	10. ________ , check *name* ______'s paper. *name* Is it right?	10. Yes, It's right. No.	
		Show me your paper. What are you doing?	Copying (a design). Erasing.	
		This is not right. Put it here. [Teacher points to line.]	O.K. I don't understand. Please repeat.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Are you finished?	Yes. Almost. No, not yet.	
		It's time to clean up.	O.K. All right.	
		Good-bye.	Good-bye.	

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Pre-employment Activities

Phanat Nikhom – Lesson 8

CIRCUIT WITH LIGHT BULB

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - b. . . . working alone
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 8: The student can utilize plans and patterns.
4. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.

2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of a task.
   - a. Provide feedback on progress.
4. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - b. Ask for clarification.
   - c. Ask for repetition of demonstration.
5. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
6. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
7. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
   - a. Greet supervisors and co-workers.
   - b. Initiate and respond to farewells.
8. Competency 14: The student can identify and introduce him/herself and others.
   - a. Identify and introduce him/herself. and others.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:

   b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.

   a. Student can relate training to common entry-level jobs generally available to refugees.
   b. Given his/her employability profile, previous work experience and the current employment situation in the U.S., student can establish realistic goals.

II. LESSON CLARIFICATION

A. Teaching Points

1. Making a simple circuit.
2. Soldering a tinned wire to another metal surface.
3. Soldering skills.
4. Working cooperatively and safely.
5. Drawing a picture of a simple circuit.
6. Making something useful, to be used in future activities.

B. Teaching Tips

Since this is the first time a student is asked to draw what has been built, teacher should allow free representation. The idea of scale of schematic drawing is introduced much later.

C. Learning Environment

1. This lesson introduces the student to the concept of electrical flow in a path. It involves construction of a simple circuit which lights a bulb.
2. The activity continues to build awareness of safety, manipulative skills and practice in following a sequence of directions.
3. Proper care and storage of tools is emphasized toward the end of the lesson.
4. Sharing between students is encouraged as a way to foster English usage and to increase information transfer.

III. Cultural Orientation

A. Questions that Reflect upon Learning

1. In your own country, did your house have electricity? How did you use it? How much did it cost?
2. What new things did you learn about electricity in this lesson?
3. What tools did you use in this lesson? What are safety guidelines for the use of these tools?
4. If the light bulb fails to shine, where can you check for errors?

IV. MATERIALS

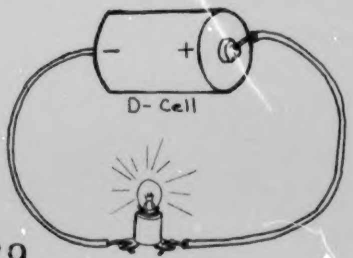
Required Materials, Equipment and Supplies

soldering iron	1 each
razor knife	1 per pair
cutter, wire cutter	3 per class
file, metal file (to clean tip of soldering iron)	3 per class
screwdrivers and regular head	1 per class
phillips head	1 per class
pencil	1 each
solder	1 box per class
flux	4 containers/ class
sponge (wet and in plastic container) see diagram	4 per class
masonite, 30 x 30 cm, table protector	1 each
broken pieces of clay pot for soldering iron test	1 each
bell wire (tinned 30 cm pieces from previous lesson)	2 each
light bulb (2.5 volt screw base type)	1 each
light bulb holder	1 each
battery D cell 1.5 V	1 each
student made extension cords, see previous lesson	1 each
extension cord (roll-up type)	2 per class
adaptor, 3-way	1 per 3
paper towels	2 each

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the names of tools and materials.	1. Ss should listen first, then respond appropriately.	1. This is a battery ______ , hand me name the battery This is a light bulb. item What is this?	1. O.K. That's a ______ . It's item	ITEM battery light bulb light bulb holder battery connector wire soldering iron
2. T gives each S a D cell battery, light bulb, light bulb socket and two tinned wires (from lesson on tinning wire).	2. Ss follow T commands.	2. Take one of these. those. Take the bulb. item Give ______ the wire. name item.	2. O.K. All right. O.K.	

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
3. T asks individual Ss questions about tools and parts. It may be necessary to remind Ss to focus on the VESL as they often find the supplies interesting.	3. Ss respond to T questions.	3. Do you have a wire? item Who has a wire? item What do you have?	3{Yes, I do. No, I don't. I have. (I have) a battery. item	ITEM light bulb light bulb holder battery battery holder battery connector solder
4. T instructs Ss to assemble the parts in a way that makes the light bulb light.	4. Ss begin to put their parts together so that a circuit is made, causing the light bulb to go on.	4. Make the light bulb work. What do you need?	4. I need a solder. item	
5. T helps Ss assemble the parts correctly so that the bulb lights. Ss will enjoy exploring the ways that a circuit can be completed; adequate tme should be allowed for this portion of the lesson. After Ss have completed a circuit and their bulb lights, draw a picture of the circuit and bulb on the board. (See drawings). 	5. Ss complete the assembly of a circuit which causes the bulb to light.	5. Put the battery here. item Next put the wire item here. Does it work? Show me? ____ , give ____ name name the ____ item Are you finished? Good.	5. O.K. All right. O.K. {Yes. No.	

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
6. T demonstrates how to solder a tinned wire to the end of the battery and to the light bulb socket. Ss should focus closely on the demonstration.	6. Ss observe.	6. Pick up the soldering iron. Hold the soldering iron. Like this. Plug in the soldering iron. Be careful. It's hot. Watch me. Solder here. there. Like this.		
7. T gives each S a soldering iron, and makes other soldering equipment available. As the tools are passed out, use the VESL. Remind Ss to keep the tip of the soldering iron clean. Where possible stress safety points.	7. Ss follow T commands and respond with appropriate VESL.	7. What do you need?	7. I need the solder. *item*	
		Take the flux. *item*	O.K.	
		Put the flux over *item* there. here.	All right.	
		Plug in the extensions.	O.K.	
8. T instructs Ss to solder the wires to the light bulb in the same configuration the S used to make the bulb light. As the T monitors the Ss work, help them see the difference between the good and bad work. Encourage Ss who are apt at soldering to help other Ss.	8. Ss solder their circuit and respond to T's questions or comments.	8. Solder the wires here. there.	Where?	
		Right here.	Is this O.K.?	
		Yes. No.		

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Look here. [pointing]. This is a good soldering. Do it like this.	All right.	
		Where is the soldering iron?	Here. There. Over there.	
		Be careful it is hot. Put it here (on the safety holder).	O.K.	
		Does the bulb light?	Yes. No.	
		Are you finished?	No, not yet? Almost. Yes.	
9. T instructs Ss to find a way to turn off the light bulb.	9. Ss experiment and either unscrew the bulb or turn the bulb off by unscrewing it about ¼ turn.	9. Turn the light off.	9. O.K.	
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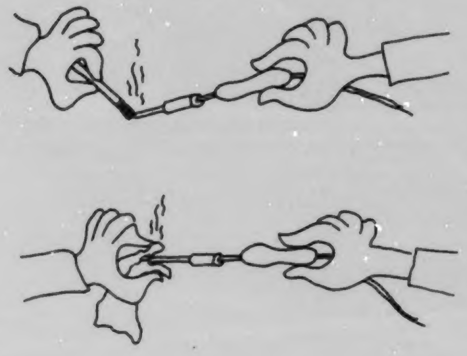
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
10. T hands out paper and pencil to each S and instructs them to draw a picture of this circuit. As Ss work, T moves around the room asking Ss to compare their drawing with the circuit in front of them. NOTE: T should erase the drawing done earlier on the board before this command is given.	10. Ss draw a picture of their circuits and respond to T with appropriate language.	10. What is this?		
		[T gestures] This is a circuit. Draw it.	O.K.	
		Draw it like this. [Briefly hold up paper and pencil drawing of circuit.]	O.K.	
		Do you understand?	Yes. No. Please repeat.	
		[T repeats directions.]		
		Look at your drawing.	O.K.	
		Is it the same or different? [T gestures to circuit and drawing.]	Same. Different.	
		Make the same.		

V. PROCEDURE – ACTIVITY 1: MAKING A CIRCUIT WITH LIGHT BULB

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
11. T instructs Ss to share their pictures with the class. Shows each S's picture of a circuit and points out the good parts of each drawing.	11. Ss respond to T's requests appropriately.	11. ________ show him *name* her your drawing.	11. O.K.	
		What is this?	A battery. wire bulb	
		This is good. [T points to specific part of drawing.]	Yes.	
12. T gives each S a plastic bag and instructs Ss to store their circuits in the bag. They should remove the light bulb and keep it separate from the battery. The circuit will be used in a later activity.	12. Ss prepare their circuits for storage and continue to respond with appropriate language.	12. Take a bag.	12. O.K.	
		Unscrew the light bulb. Put it in the bag.	All right.	
		Put the battery and wires in the bag.	O.K.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
13. T instructs Ss to clean up, stressing that the soldering irons should be properly cleaned. T should refer to the visual "Cleaning the Tip of the Soldering Iron"	13. Ss put away tools, clean the soldering irons and throw away scraps.	13. Clean your soldering irons. Do it like this.	13. O.K.	
NOTE: Have the Ss clean their soldering irons first so that they cool before storage. T reviews the names of tools as they are put away.		______, do you have a *name* screwdriver? *item*	Yes, I have a screwdriver. *item* No, I don't.	
CLEANING THE SOLDERING IRON 		Put it in the bucket.	O.K.	
		Where are the pencils?	Here.	
		Put them on the table, ______. *name*	All right.	
		Bring me your plastic bags.	O.K.	
		See you tomorrow. Goodbye.	Goodbye.	

Pre-employment Activity

Phanat Nikhom – Lesson 9

MAKING AND USING A TEST LIGHT

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - b. . . . working alone.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 5: The student can organize, classify, and sort discriminating between:
   - c. . . . function.
4. Competency 8: The student can utilize plans and patterns:
   - c. . . . as output/product.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
   - c. Follow multiple-step directions to perform a task.

   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of a task.
   - a. Provide feedback on progress.
   - c. Provide specific assessment of a product.
   - d. Describe activities in progress and needs for completion of task.
   - e. Report time worked.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - a. Ask for feedback.
   - b. Ask for assistance or advice from a supervisor or co-worker.
   - c. Ask for help in an emergency.
5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - c. Ask for repetition of demonstration.
6. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.

7. Competency 8: The student can use numbers.

   c. Provide a count.
   d. Verify a count.

8. Competency 13: The student can initiate and respond to greetings and farewells, establish rapprt.

   a. Greet supervisors and co-workers.
   b. Initiate and respond to farewells.

9. Competency 14: The student can identify and introduce him/herself and others.

   a. Identify and introduce him/herself and others.

C. Cultural Orientation

1. Competency 1: Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:

   b. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2: Students understand how pre-employment training can assist adjustment to life in the U.S. by helping to develop realistic strategies for gainful employment.

   a. Student can relate training to common entry-level jobs generally available to refugees.

3. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:

   a. Student can give examples of ways to establish rapport with supervisors and workers.

b. Given the following incident, the students can select from alternative actions the most appropriate cne for the American workplace:

   3. a co-worker who is your friend leaves the job.

II. LESSON CLARIFICATION

A. Teaching Points

1. Broken circuits do not carry electricity.
2. Test light use.
3. Electricity will flow only through metal objects.
4. Soldering practice.
5. Completing a form.

B. Learning Environment

1. Students have previously joined wire and built a simple circuit. Now these skills will be used to build a piece of test equipment.
2. The equipment will be used to test and sort these materials that carry electricity.
3. This lesson continues to reinforce manipulation skills and the ability to follow directions.
4. Reporting as part of an activity is introduced (including a stress on reporting of progress).

III. CULTURAL ORIENTATION

A. Questions that Reflect upon Learning

1. What did you learn in this lesson?
2. Name some materials that will conduct electricity.
3. What kind of materials can be used to insulate against electric shock?
4. How can you apply this knowledge to your new life in the USA?

B. Discussion Topics

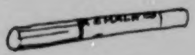
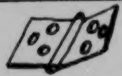
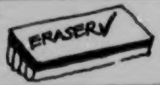
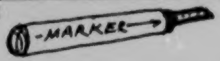
1. Safety in the home.
2. Ways to make your house safe for young children.

IV. MATERIALS

A. Required Materials, Equipment and Supplies

soldering iron	1 per pair
razor knife	1 per pair
file, metal knife	3 per class
pencil	1 each
solder	1 box per class
flux	3 containers per class
sponges	3 per class
extension (student)	1 per pair
extension (roll-up type)	2 per class
masonite table protector	1 each
clay pot pieces or soldering iron holder	1 per pair
Conduction Test Report form	1 each
objects pictured on form	1 of each per class
objects not pictured in form (they should be made of one type of material, and at least one of them should be all metal)	4 objects per class

STUDENT HANDOUT

CONDUCTION TEST REPORT FORM		
OBJECT	💡 LIGHT ?	💡
WOOD		
COIN		
CHALK 		
BUCKET		
SCISSOR		
SOLDERING IRON		
BATTERY		
STEEL TAPE		
HINGE 		
ERASER 		
MARKER 		

VI. PROCEDURE – ACTIVITY 1: MAKING AND USING A TEST LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T reviews previously introduced vocabulary.	1. Ss respond appropriately.	1. ______, give me the *name* wire. *item*	1. O.K.	REVIEW ITEMS battery wire light bulb soldering gun solder flux cutters
		What's this? that?	(It's) a battery. *item*	
		What're these? those?	They're solders. *item*	
2. T hands out equipment: a. Plastic bag with the light bulb and battery circuit made in the previous lesson. b. Razor knife T reviews the parts of the circuit.	2. Ss respond appropriately.	2. Everyone take a bag?	2. O.K.	
		Is your test circuit in the bag, ______ ? *name*	Yes. No.	
		[T responds to "no"] Who has ______ 's *name* bag?	I do.	
		Give him the bag. her	O.K.	
		What's this?	A razor knife.	
		Everyone take a razor knife.	O.K.	

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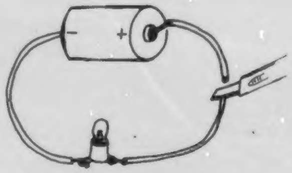
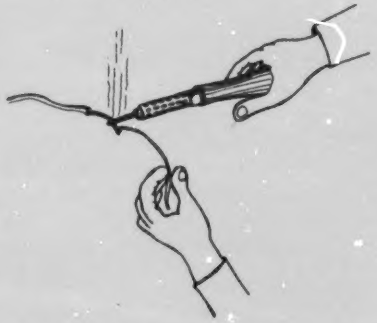
TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Watch me. [T holds up a circuit or visual of circuit.] What's this?	It's a wire. battery. light bulb.	
3. T instructs Ss to take the light bulb and circuit from the bag and make the bulb light.	3. Ss remove the circuit, screw the bulb into the socket and check all soldered connections.	3. Make the bulb light. Screw the bulb in the socket.	3. O.K.	
		Does it light?	Yes. No.	
		It doesn't light?	No, it doesn't.	
		What's the problem?	(The) battery (is) no *item* good.	
		Check here. [T points to soldered wires.] Is it soldered?	Yes. No.	
		No? Then solder the wire. What do you need?	I need a battery.	

VI. PROCEDURE – ACTIVITY 1: MAKING AND USING A TEST LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. When each S has made his/her bulb light up, T instructs each S to cut the wire leading from the positive side of the battery to the light bulb (about in the middle). 	4. Ss follows the T's instructions and cut the wire.	4. Cut the wire.	4. Where?	
		Here. Use the razor knife like this.	O.K.	
5. T draws the circuit and light bulb on the board and shows the cut wire. T asks what happened to the light. Ss will probably conclude the battery is not good.	5. Ss observe the drawing and their circuit and try to respond to the T's questions.	5. Does the bulb work?	5. No.	
6. T hands out the soldering equipment and asks Ss to clean and tin their soldering irons. T reviews the language used from the previous soldering lesson. Refer to the chart "Cleaning the Tip of the Soldering Iron" during this step.	6. Ss clean their soldering irons and respond as appropriate.	6. Take a soldering iron. Use the file to clean the tip.	6. O.K.	
		Dip the soldering tip into the sponge.	O.K.	
		Wipe it with paper. Dip it in the flux. Tin the tip, like this.	All right.	
		Are you finished?	Yes. No.	
		Show me.	Here.	
		Good.	O.K.	
1352		Now unplug the soldering iron.		1353

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
7. T instructs Ss to strip and tin the cut wires in order to make the tips into a probe. T circulates among the Ss during this step, giving directions and checking the quality of work. 	7. Ss strip and tin the wire tips.	7. Strip the wires. Start here. Twist the wires. Use the soldering iron. Tin the wires. Yes. Be careful. It's hot.	7. All right. O.K. Like this? O.K.	
8. T tells the Ss to touch the tinned wires together.	8. Ss follow the T's instructions, observe what happens and respond with appropriate English.	8. Touch the wires together. Yes. No. [Directions repeated.] What happened? Is it a circuit?	8. Like this? The bulb lighted. The bulb did not light. Yes. No.	

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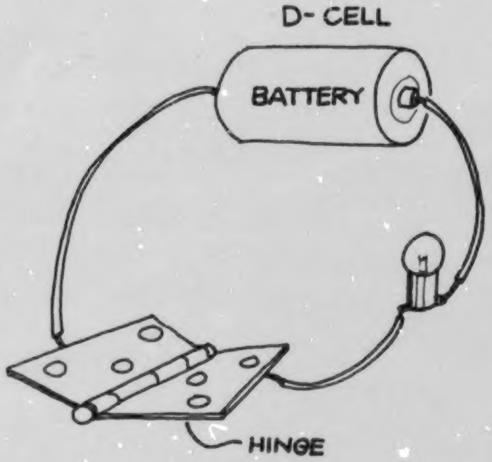
VI. PROCEDURE – ACTIVITY 1: MAKING AND USING A TEST LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
9. T puts an assortment of objects on the table (see the materials list). Gives each S a pencil and the "Conduction Test Report Form". Helps Ss identify the objects on the table with the pictures on the form.	9. Ss identify pictures on the form with matching objects on the table.	9. Everyone take a form.	9. O.K.	ITEM wood chalk bucket scissors soldering iron battery steel tape hinge pencil eraser magic marker
		What is this? [T points to picture on the form.]	It's a bucket. *item*	
T should move around the room during this activity.		_______, pick up the *name* battery. *item*	O.K.	
		_______, give _______ *name* *name* the chalk.	All right.	

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
10. T demonstrates the way to test the objects on the table and the way to record the test results. Be sure to test one metal and one non-metal object.	10. Ss observe and respond appropriately.	10. Test this. Touch the wires here. Like this. Does the bulb light?	10. Yes.	
		Put an X on the paper here when it lights.	O.K.	
		Test the ruler. Put the wires here. Does the bulb light?	No.	
		Write an X on the paper here.		
		Do you understand?	Yes. No.	

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VI. PROCEDURE – ACTIVITY 1: MAKING AND USING A TEST LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
11. T instructs each S to test the objects on the table and record the results on the form. Ss may benefit from working in pairs during this exercise. T should monitor the Ss' work, offering direction and encouragement.	11. Ss test each object on the table and record the results.	11. Now you do it. Test these. Mark the form.		
			11. O.K.	
		Where do you put the wires?	Here. I don't understand. Please repeat.	
		[T repeats directions.] Does the bulb light?	Yes. No.	
		Show me where to write the X.	Here.	
		Good. Are you finished?	All finished. Done. Almost.	
		Do you need more time?	Yes. (I need more time.)	

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VI. PROCEDURE – ACTIVITY 1: MAKING AND USING A TEST LIGHT

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
12. When Ss have tested all objects on the table, have them separate those objects that completed the circuit (the bulb lit) into one pile and those that did not conduct electricity into a second pile.	12. Ss sort objects into two separate piles according to whether or not they complete a circuit.	12. ______ , test the *name* bucket.	12. O.K.	
		Does the bulb light?	Yes. (It does.)	
		Good. Put it here. [one end of the table.] Test the eraser.	All right.	
		Does the bulb light?	No, (it doesn't).	
		Put it here. [at the other end of the table.] Now you do it.		
13. T helps the Ss identify what the objects in each pile are made of.	13. Ss observe and respond appropriately.	13. These turn on the light. These are made of metal. What is this made of?	13. { Metal Wood Glass	**MATERIALS** metal wood glass cloth
		Does it turn on the light?	{ Yes. No.	

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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
14. T places a few new untested objects on the table and asks Ss to put the objects in the correct pile.	14. Ss test the new objects and sort them correctly.	14. What is this made of? Can it turn on the light?	14. Metal. Yes.	
		Put it on the table. What is this made of?	Cloth.	
		Is it metal?	No.	
		Put it on the table over there.	O.K.	
15. T leads Ss through a series of questions and answers designed to help Ss conceptualize the fact that metal conducts electricity.	15. Ss participate in question and answer exercise.	15. What are these made of?	15. Metal.	
		Will the bulb light?	Yes.	
		Are these metal?	No.	
		Will the bulb light?	No.	
16. T instructs the class to clean up.	16. Ss follow T's instructions.	16. What makes the bulb light?	16. Metal/Scissors. *category or item.*	

Pre-employment Activity

Phanat Nikhom – Lesson 10

MAKING A CUBE

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - b. . . . working alone.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problems while working to specifications.
2. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts.
3. Competency 8: The student can utilize plans and patterns:
   - c. . . . as output/product.

B. VESL:

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.
   - f. Follow directions to complete a form.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
3. Competency 3: The student can provide feedback on performance of a task.
   - a. Provide feedback on progress.
   - c. Provide specific assessment of a product.
   - d. Describe activities in progress and needs for completion of task.
4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - a. Ask for feedback.
   - b. Ask for assistance or advice from a supervisor or co-worker.
   - c. Ask for help in an emergency.
5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - c. Ask for repetition of demonstration.
6. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
7. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
8. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
   - a. Greet supervisors and co-workers.
   - b. Initiate and respond to farewells.

9. Competency 14: The student can identify and introduce him/herself and others.

   a. Identify and introduce him/herself and others.

C. Cultural Orientation

1. Competency 1. Students understand how pre-employment training can assist adjustment to life in the U.S. by familiarizing them with the job trainee role:

   a. Student can describe the approaches to training that are used in the pre-employment classroom and relate these to the initial employment period in the U.S. workplace.

2. Competency 2. Students understand how pre-employment training can assist adjustment to life in the U.S. by helping them to develop realistic strategies for gainful employment.

   a. Student can relate training to common entry-level jobs generally available to refugees.

3. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:

   a. Given the following situation on the job, student can select from various alternatives the most appropriate action:

      3. being unable to carry out a given task.

4. Competency 7: **Students understand that work habits** and decisions affect present and future employment prospects:

   a. Student can state the components of a good work record
   b. Students can state the possible consequence of losing (being laid off or being fired), changing or quitting a job.

II. LESSON CLARIFICATION

A. Teaching Points

1. Use flat patterns they have drawn to make a cube.

2. Solve a construction problem by visualizing and then testing a solution.

B. Teaching Tip: In order to encourage students to illustrate as many patterns for making a cube as possible, the teacher should pace assistance given to the student carefully. S/he should lead just enough to start the conceptualization process but not enough to solve the problem.

C. Learning Environment

1. This lesson introduces the student to simple math concepts such as "counting" and "equal".

2. Constructing a cube lays a foundation for dimensions.

3. By helping the student visualize different patterns which result in the same object, spatial visualization is strengthened.

4. The need for accuracy is reinforced. If the pattern for the box is not measured and cut accurately, the student's box will not go together well.

5. Additionally, students' judgment in estimating the volume of a cubic solid is tested.

III. CULTURAL ORIENTATION.

A. Questions that Reflect upon Learning:

1. What problems did you face in completing this task?
2. Can you make any connections to problems that might be faced by someone new to the American workplace?
3. What benefits are gained through practice in solving problems?
4. How many ways of completing the task did you discover?
5. Which patterns are the most economic in the use of paper? How many patterns can be made from one piece of paper?

B. Discussion topics:

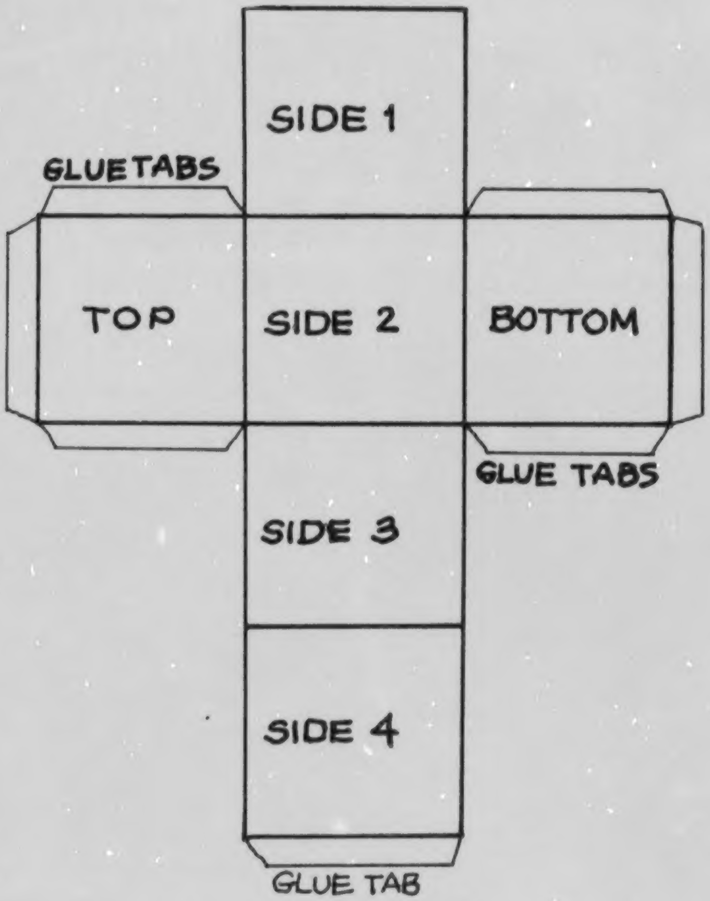
1. Many ways of doing the same task.
2. Confronting problems — finding alternative solutions -- making choices : *a basis for cultural adjustment.*

IV. MATERIALS

A. Required Materials, Equipment and Supplies

pencil	1 each
straight edge	1 each
scissors	1 each
graph paper	3 each
poster paper	3 sheets per class
masking tape	1 roll per class

Sample Pattern for a Cube



TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the names of tools and materials.	1. Ss should listen first, then respond appropriately.	1. This is a pattern. *item* _____ , give me the *name* pattern.	1. Here it is.	ITEMS carbon paper graph paper poster paper pattern cube straight edge pencil scissors tape
		This is graph paper. *item* What is this?	It's _____ . *item*	
2. T draws a square on the board. T identifies sides by orally repeating the word as s/he draws the square. T demonstrates by using a straight edge that all sides of a square are equal. T looks for other squares in the room, i.e., window, pattern. T then points out other shapes and compares square to items that do not have equal sides.	2. Ss responds to T questions.	2. This is a square. What is it?	2. A square.	
		This is one side of the square. What is it?	A side.	
		There are four sides. Each side is the same (length). This side is _____ inches. How # long is this side?	_____ inches. #	
		Are all sides the same?	Same.	
		All sides are equal. This side equals this side. What are they?	Equal.	
		Are they the same?	Yes.	
		Are they also equal?	Yes.	
		Same is equal.		

VI. PROCEDURE – ACTIVITY 1: MAKING A CUBE

TEACHER	STUDENT			
SEQUENCE AND NOTES	**TASK SEQUENCE**	**LISTENING**	**SPEAKING**	**VOCABULARY/LITERACY**
3. T holds up sample cube and encourages Ss to count the sides. T unfolds the cube, shows Ss the pattern and points out that each side of the square is equal in size. T re-tapes the cube and counts the sides, emphasizing that each side is equal to the others.	3. Ss observe and respond appropriately.	3. This is a cube. What is it?	3. A cube.	
		Count the sides. How many sides?	6	
		This side is ______ # inches.		
		How long is this one?	______ same #	
		All sides are what?	Same. Equal.	
		Do you understand?	Yes. No.	
4. T takes apart two patterns for cubes and passes them around for Ss to view. Ss should recognize that the patterns are different but the finished cubes look the same. T should emphasize that there are possibly more patterns that result in a cube when properly folded.	4. Ss fold and unfold the cube, count the squares.	4. This is a pattern. What is it?	4. A pattern.	
		This is another one. Look at the patterns.		
		Are they the same or different?	They are the same. different.	

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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T demonstrates to Ss how to make a pattern for a cube. T draws one of the patterns on graph paper, cuts it out and folds it into a cube. T tells Ss to use graph paper or a set of six cardboard squares which can be taped together in various patterns. (If Ss cannot respond, tape pattern to board and have Ss copy. Encourage Ss to then make a 2nd pattern.)	5. Ss observe and respond appropriately.	5. I will make a pattern. Take the graph paper. Take the pattern. squares. Draw the pattern. Cut the pattern out. Use scissors. Fold the paper. Tape the cube together. Tape the cube together, like this.	5. Please repeat.	
6. T hands out graph paper, pencils, scissors and straight edge. T instructs Ss to draw and construct cubes using the pattern just shown or by designing new patterns.	6. Ss respond appropriately.	6. Now you do it. What do you need? Take the graph paper. Make a pattern for the cube. {Yes. {No.	6. I need paper. scissors. straight edge. Like this?	

VI. PROCEDURE – ACTIVITY 1: MAKING A CUBE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
T should encourage Ss to draw any new patterns they discover on the blackboard or create on their own. While Ss work, T moves around classroom questioning Ss about the patterns, sides, etc.		Make another pattern. Is your pattern different or the same as this one?	Same. Different.	
		How many sides?	______ \#	
		How many squares?	______ \#	
		Fold your pattern.		
		Make a cube. Is it right?	Yes, it's ok.	
		Are the sides equal?	Yes. No.	
		Show me your cube. Good.		
7. T shows the class a cube with each dimension twice as large as the one Ss constructed and passes it around. Ss guess how many small cubes will fit into it. T writes guesses on the board.	7. Ss examine large cube and respond appropriately.	7. Look at this.		
		How many small cubes in one big cube?	7. ______ \#	
		Are you sure?	Yes. No. I don't know.	

VI. PROCEDURE – ACTIVITY 1: MAKING A CUBE

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
8. T instructs Ss to test their guesses by filling the big cube with the small cubes. (If running out of time, have Ss work in pairs and write their numbers on the board.)	8. Ss respond appropriately.	8. Place small cubes inside the large cube. How many fit inside?	8. O.K.	
9. After the activity, if time permits, T conducts language practice. (Ss can respond individually or in groups. If students are on higher level, they can give directions to each other and respond physically to the directions.)	9. Ss give TPR individually or in groups. If possible, have them give commands to each other.	9. Look at the big cube and the small cubes. I put the small cube inside the big cube. Pick up your small cube. Put it inside the big cube. Put it outside the big cube. Put the small cube on the top. Put the small cube on the bottom. Put the big cube on the right side. Put the big cube on the left side. Pick up three cubes. Put the big cube in the middle.		NEW VOCABULARY inside outside on the top on the bottom on the right side on the left side in the middle

Pre-employment Activity

Phanat Nikhom – Lesson 11

MAKING A BOX

I. COMPETENCIES COVERED

A. Basic Skills

1. Competency 1: The student can demonstrate the ability to perform assignments after initial training:
   - b. . . . working alone.
   - c. . . . showing motor skills and self-confidence with tasks and equipment; making problem-solving judgments for minor problem while working to specifications.
2. Competency 2: The student can apply a technique or procedure (for which training has previously been given) to new/different task which includes using appropriate problem-solving skills to plan and accomplish the task with minimal or no additional training.
3. Competency 3: The student can use counting skills to complete a task.
   - a. . . . making counts.
4. Competency 4: The student can measure using tools:
   - c. . . . using standard tools, determine whether duplicated items are equal.
5. Competency 6: The student can follow a sequence.
6. Competency 8: The student can utilize plans and patterns:
   - a. . . . as input/source of information to perform a task.
   - c. . . . as output/product.

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7. Competency 10: The student can demonstrate an awareness of safety with respect to procedures/practices and visual cues/signs.

B. VESL

1. Competency 1: The student can follow simple directions.
   - a. Acknowledge that one is about to receive directions.
   - b. Follow one-step directions.
     1. To start a task.
     2. To take something apart
     3. To put something away
   - c. Follow multiple-step directions to perform a task.
   - d. Follow directions in use of a hand or power tool.
   - e. Respond to simple cautions and negative commands.
2. Competency 2: The student can follow redirected instructions.
   - a. Respond to a negative command.
   - b. Follow instructions, delay, repeat and reorder an activity.
3. Competency 3: The student can provide feedback on performance of a task.
   - a. Provide feedback on progress.
   - b. Provide feedback about quality of work.
   - c. Provide specific assessment of a product.

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4. Competency 4: The student can ask for feedback, assistance, advice and emergency help.
   - b. Ask for assistance or advice from a supervisor or co-worker.
   - c. Ask for help in an emergency.
5. Competency 5: The student can ask for clarification.
   - a. Indicate lack of understanding.
   - c. Ask for repetition of demonstration.
6. Competency 6: The student can ask how to say something in English.
   - a. Ask names of workplace objects and procedures.
7. Competency 7: The student can ask and respond to items in the workplace.
   - a. Ask or tell the location of an object or place.
   - b. Ask or tell who has an object.
   - c. Make and respond to a request for an object.
8. Competency 9: The student can use numbers.
   - c. Provide a count.
   - d. Verify a count.
   - e. Read and report a measurement.
9. Competency 13: The student can initiate and respond to greetings and farewells, establish rapport.
   - a. Greet supervisors and co-workers.
   - b. Initiate and respond to farewells.
10. Competency 14: The student can identify and introduce him/herself and others.
   - a. Identify and introduce him/herself and others.

C. **Cultural Orientation**

1. Competency 1: Students understand how pre-employment training can assist adjusment to life in the U.S. by familiarizing them with the job trainee role:
   - a. Student can describe his/her responsibilities in the role of a job trainee.
2. Competency 4: Students understand importance of developing and maintaining good interpersonal relationships at the workplace:
   - b. Given the following critical incident, the students can select from alternative actions the most appropriate one for the American workplace:
     - 2. a co-worker is angry or seems unfriendly.
3. Competency 5: Students understand the importance of communication in accomplishing job assignments at the workplace:
   - a. Given the following situations on the job, student can select from various alternative the most appropriate action:
     - 5. something goes wrong on the job.

II. LESSON CLARIFICATION

A. **Teaching Points**

1. Following a pattern to make a box.
2. Following a sequence of directions.
3. Approximating linear measurements without the use of a ruler.
4. Application of glue
5. Following specifications.

B. Teaching Tip

1. Make sure each of the five directions has a number in front of it.
2. Action words should be written in block letters.
3. The following actions should be illustrated:
    - a. DRAW
    - b. COPY
    - c. CUT
    - d. FOLD
    - e. GLUE

C. Learning Environment

1. In previous lessons students have worked with simple geometric shapes represented on graph paper and have made patterns for and constructed a cube. In this lesson, the pattern is more complex and students will use the box they build in a later lesson to house an experiment in electrical circuits.

2. The student is encouraged to work with a greater degree of precision in this lesson while following a more detailed set of directions both verbally and in diagram form.

3. Linear measurement, cutting and gluing skills are constantly reinforced as are the application of spatial judgments learned in previous lessons.

III. CULTURAL ORIENTATION

A. Questions that Reflect upon Learning

1. What instructions were you given for this task?
2. Were any errors caused by misunderstanding instructions?
3. On the job, what can you do to be sure that instructions you give and get are understood?
4. Were you able to do this task well the first time?
5. How long do you think it takes a person new to America to learn his/her job?

B. Discussion topics

1. Strategies for clarifying instructions.
2. How to handle complicated instructions.
3. Mistakes on the job; what to do when something goes wrong.

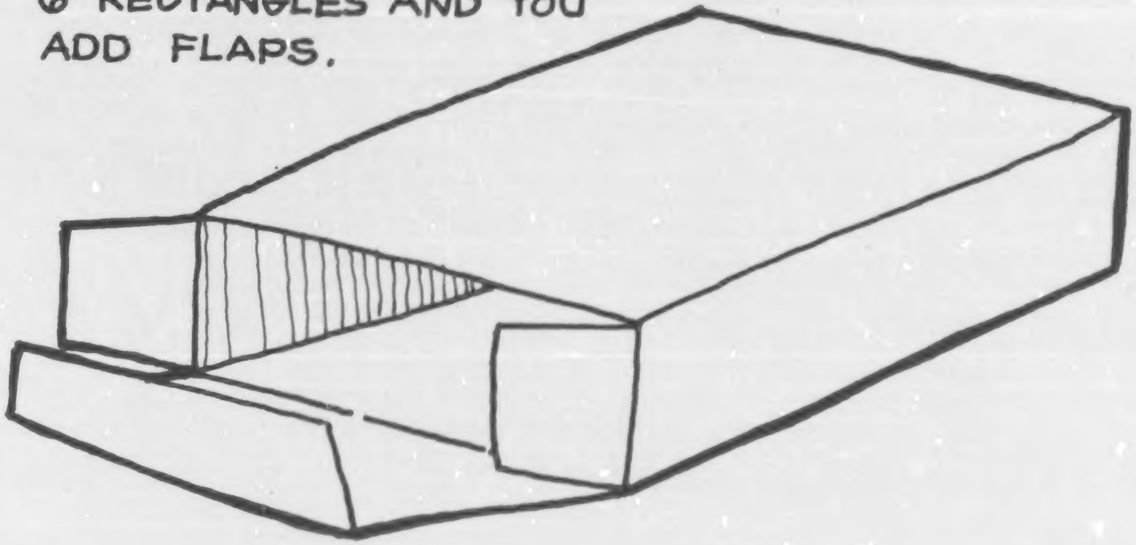
IV. MATERIALS

A. Required Materials, Equipment and Supplies

1.	pencil	1 each
2.	straight edge	1 each
3.	razor knife	1 each
4.	pencil sharpener	per class
5.	paper clips	4 each
6.	graph paper	3 each
7.	carbon paper	2 each
8.	wooden ice cream sticks (applicator glue)	4 per class
	heavy cardboard* (light colored)	3 sheets per class
	direction list**	1 per class
	pattern**	1 per class
	glue	1 per class

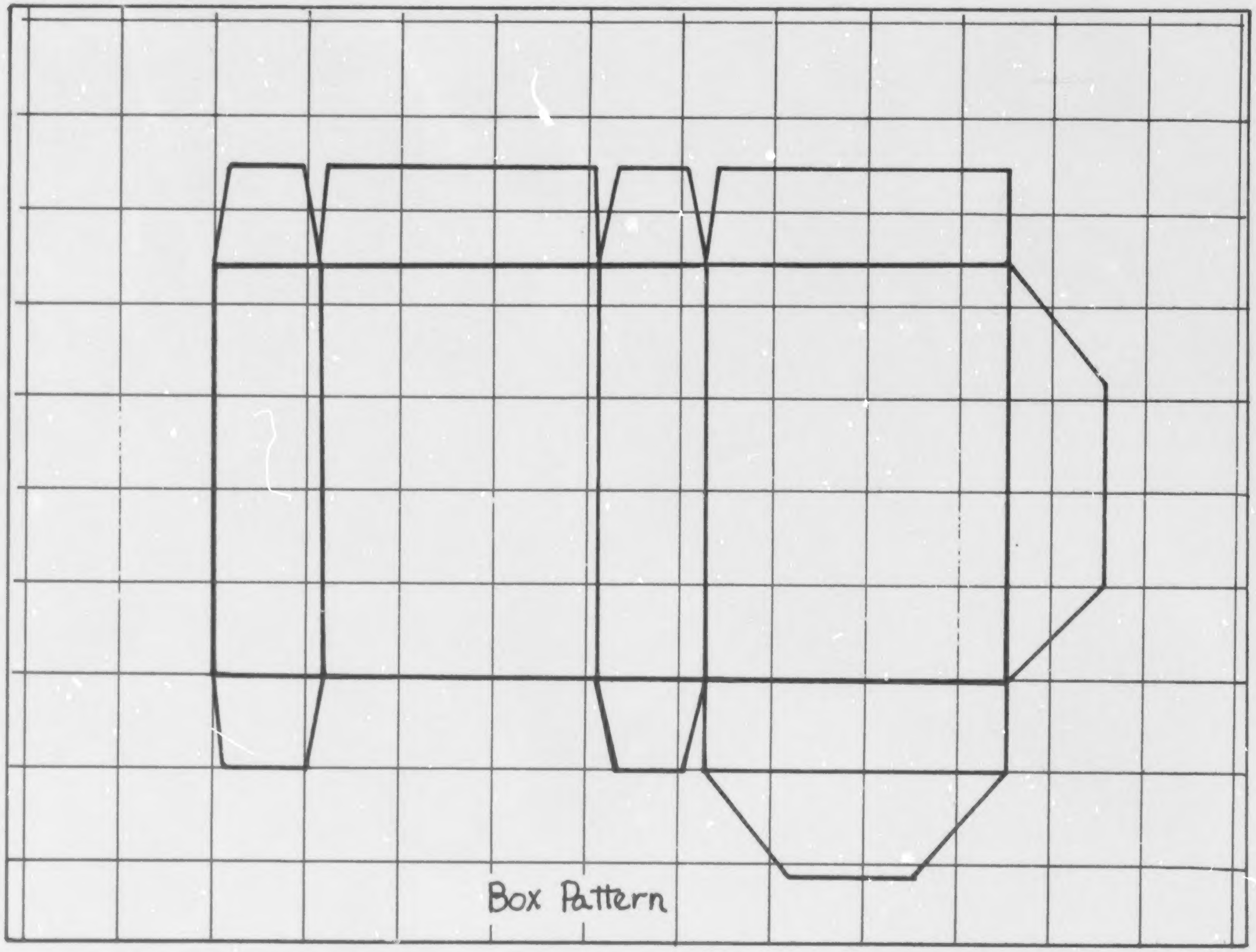
B. Note to Materials Specialist

*If time allows cut the sheets into fourths
**Provided by teacher



A BOX IS SIMILAR TO
THE CUBE PROJECT –
EXCEPT THAT YOU HAVE
6 RECTANGLES AND YOU
ADD FLAPS.

PATTERN



Box Pattern

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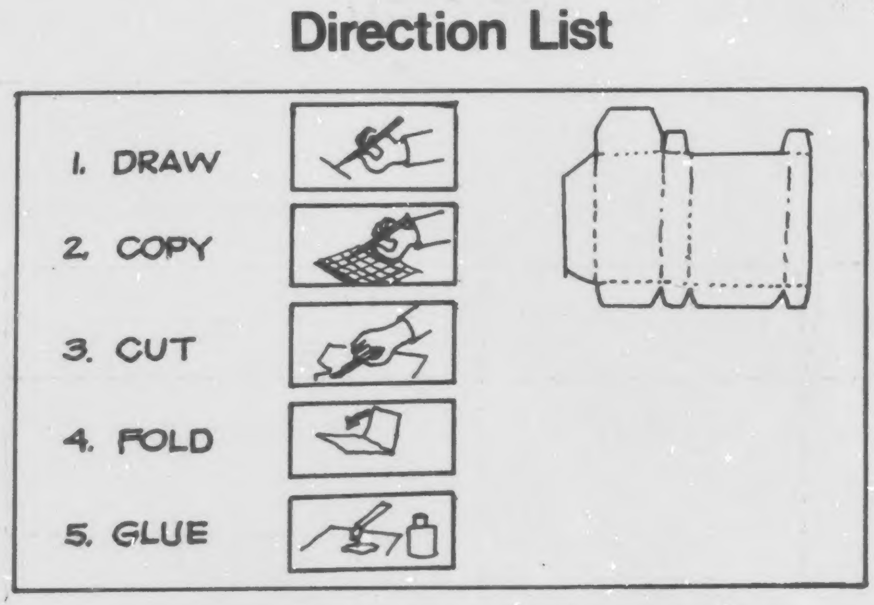

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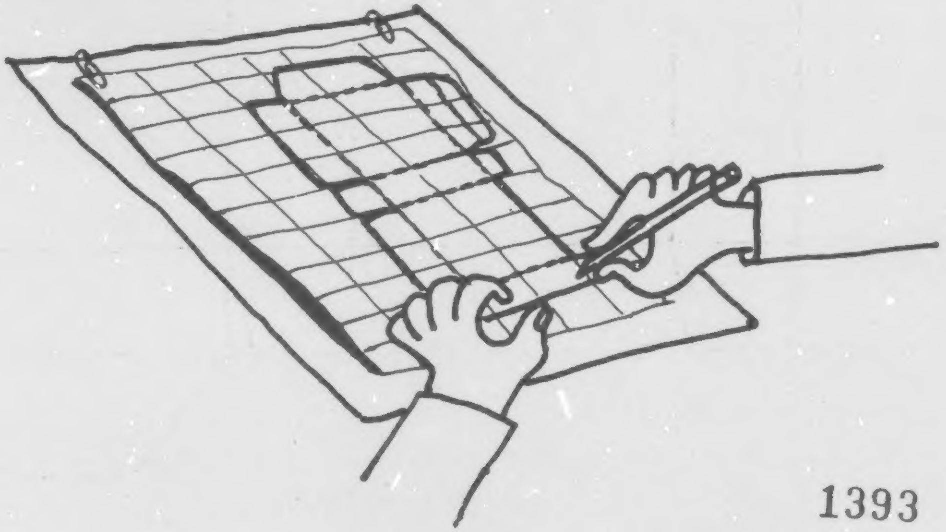

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VI. PROCEDURE – ACTIVITY 1: MAKING A BOX

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
1. T introduces the lesson by reviewing the new vocabulary.	1. Ss respond appropriately.	1. This is a $\underset{\textit{item}}{\underline{\text{paper clip.}}}$ $\underset{\textit{name}}{\underline{\hspace{3em}}}$, give me the $\underset{\textit{item}}{\underline{\text{stick.}}}$	O.K.	ITEMS cardboard paper clips glue stick (to apply glue) flaps
		This is $\underset{\textit{item}}{\underline{\text{cardboard.}}}$ What is this $\underset{\textit{name}}{\underline{\hspace{3em}}}$?	(It is) $\underset{\textit{item}}{\underline{\text{cardboard.}}}$	
		These are paper clips. Give $\underset{\textit{name}}{\underline{\hspace{3em}}}$ a paper clip.	O.K.	
2. T displays the pattern for making a box and the written list of directions. They can also be taped to the table. T instructs Ss to draw a pattern for the box. S/he points out that the box is similar to the cube built in a previous lesson except that 6 rectangles are used instead of squares and that flaps are added.	2. Ss observe and then make their boxes. Throughout the lesson Ss use appropriate language.	2. Look at this. It is a direction sheet. Follow the directions. First draw a pattern like this one. [Show a sample pattern.] What is this?	2. A pattern.	REVIEW VOCABULARY 1 – 15 ½
T hands out graph paper, a straight edge and pencils. Ss need encouragement and directive commands to accurately reproduce the pattern. Ss who finish the drawing quickly should help students needing assistance.		Use a graph paper, a straight edge and a pencil. Like this.	O.K.	

VI. PROCEDURE – ACTIVITY 1: MAKING A BOX

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
		Look at the pattern. Count the squares this way. How many squares are there?	There are 6½ squares. Six.	
		Count the squares this way. How many squares are there?	There are 8 squares. Eight.	
		Use the graph paper. Copy the pattern.	O.K.	
		Use the straight edge to make lines. Do you understand?	Yes. No. Please repeat.	
		[T repeats the steps individually.] O.K. Now copy the pattern.	All right.	

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TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
3. T hands out carbon paper, and paper clips. While monitoring, use re-direction language to help Ss accurately transfer the pattern. Make sure Ss draw all the folded lines indicated.	3. Ss copy the pattern for their boxes on the cardboard and respond appropriately to the T.	3. Second, copy the pattern onto the cardboard.	3. O.K.	
		Use carbon paper and paper clips like this.	All right.	
		Do you understand?	Yes. No. Please repeat.	
		[T repeats the instructions given above.]		
		Make this line. Where is the straight edge?	Here.	
		Use it to make a straight line.	Is this O.K.?	
		Yes. No. [given reduction] Look at ______'s *name* pattern?		
		Is yours the same or different?	Different.	
		______ *name*, help him her make it the same.	O.K.	
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VI. PROCEDURE – ACTIVITY 1: MAKING A BOX

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
4. T passes out the razor knives and demonstrates how to cut against a straight edge. Stress safety during this step.	4. Ss observe and then cut out their patterns using a razor knife.	4. Third, cut the cardboard. Cut it using the straight edge and razor knife. Cut around the pattern.		
			4. O.K.	
		Watch. Do you understand?		
			Yes. No. Please repeat.	
		[T repeats directions given above.] Now you do it. Be careful, the razor knife is sharp.		
			O.K.	
		Show me where you will cut.		
			Here. Around here.	
		Make the cut straight.		
			Like this?	
		Yes, Good. No, do it again.		
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Phanat Nikhom

Games

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Games

TEACHER	STUDENT			
SEQUENCE AND NOTES	TASK SEQUENCE	LISTENING	SPEAKING	VOCABULARY/LITERACY
5. T demonstrates how to score the cardboard along the fold lines with the razor knife. This will assure a sharp, straight fold. T should stress safety and show the difference between cutting and scoring.	5. Ss observe the demonstration, then score their boxes.	5. Fourth, score the box. Use the razor knife. Do it like this. [T demonstrates how to score and fold cardboard.]	5. O.K.	
		Watch. Be careful. Don't cut the cardboard. Score it. [T demonstrates a cut vs. a score.]	All right.	
		Do you understand?	Yes. No.	
6. T demonstrates to Ss proper gluing techniques with individual Ss as needed. (T encourages the notions of not wasting glue and neatness.)	6. Ss observe the demonstration and then glue their boxes.	6. Fifth -- Glue it together. Use a stick. [T demonstrates how to glue the box.]	6. O.K.	
		Do you understand?	Yes. No. Please repeat.	
		[T repeats the steps individually.]		
		O.K. Now glue the box.	All right.	
		Clean-up.	O.K.	
		Goodbye.	Goodbye.	

1403

1404

GUIDE TO LESSONS AND GAMES
Phanat Nikhom

	Skills Lesson	Game Title
1.	Joining Wire	— Spinner Game 1: — Recognizing 0-9
2.	Designs and Circles	— None
3.	Making and Drawing a Design	— Matching Game
4.	Drilling Holes	— Follow the Numbers
5.	Making an Extension	— Finding Out Who Can Use a Ruler
6.	Tinning Wire	— None
7.	Changing the Size of a Drawing	— Making Flashcards — Dice Game with Scoresheet
8.	Circuit With Light Bulb	— Spinner Game 3: — Working With + and —
9.	Test Light	— Spinner Card Game 2: — Recognizing 1-15
10.	Making a Pattern to Construct a Cube	— Dice Game: Make It Equal

Spinner Game: Number 1
Recognizing Numbers 0 - 9 with Dots

Materials

— spinner card number 1	1	per class
— spinner board	1	per class
— bottlecaps	100	per class
— container (to hold bottlecaps)	1	per class

Teaching Points

Students:

- make one-to-one correspondence
- count up to nine objects
- begin to recognize and say numbers 0 - 9
- participate in an activity taking turns in a certain order
- participate in an activity which has rules

Activity Guidelines

Teacher:

- uses VESL throughout the game
- places the spinner and container of bottlecaps in the middle of the table
- introduces the game by:
    - spinning the spinner
    - taking the number of bottlecaps shown by the spinner after it stops moving
    - (show how to use the dots to determine how many bottlecaps to take)
- instructs student to his/her left to play
- instructs students to continue playing by going around the table clockwise, giving each student a turn
- instructs students to put the bottlecaps back into the container after one time around the table
- instructs students to repeat the game until the end of the class.

VESL Lesson

1. Practice saying numbers 1 - 9.
2. DO THIS. (Show how to spin the spinner.)
   TAKE (numbers 1 - 9)
   YOU'RE NEXT.
   PUT THESE HERE. (Point to container.)
   DO IT AGAIN. (Play the game another time.)

3. CLEAN UP.
   GOODBYE.

Matching Game: Number 1
Shapes and Symbols

Materials

Card set (a set is made up of a total of 14 cards) with one of the following shapes or symbols drawn on each one (there are two of each kind): a circle, a triangle, a rectangle, a square, a plus sign, a minus sign, an equals sign.	1 set per class

Teaching Points

Students:

- learn to recognize some basic geometric shapes and math symbols: a rectangle, a square, a triangle, a circle, a plus sign, a minus sign and an equals sign
- develop ways to remember the location of things
- participate in an activity taking turns in a certain order
- participate in an activity which has rules

Activity Guidelines

Teacher:

- uses VESL throughout the lesson
- gathers the class around one table
- shows several examples in which two cards have the *same* symbol or shape

- shows several examples in which two cards have *different* symbols and shapes
- places all the cards face down and in several orderly rows in the middle of the table
- turns over any two cards
- ask the students if they are the same or different
- keeps the cards if they are the same, but returns them to their original face down position if they are different.
- instructs students that:
  if they turn over two cards which are the same they keep them and win another turn
  the game is over when no cards remain on the table
- instructs student to his/her left to play
- instructs students to continue playing going clockwise around the table.

VESL Lesson

1. Show several similar cards. Say:
   THEY ARE THE SAME.

   Show several cards which are different.
   THEY ARE DIFFERENT.

2. DO THIS. (Show students how to turn over two cards at a time.)
   THEY ARE THE SAME.
   TAKE THE CARDS.

   THEY ARE DIFFERENT.
   PUT THE CARDS BACK.

   YOU'RE NEXT.
   DO IT AGAIN.

3. CLEAN UP.
   PUT THE CARDS OVER THERE.
   GOODBYE. SEE YOU TOMORROW.

Follow the Numbers Game

Tools and Materials

— pencil	1 each
— straight edge	1 each
— flashcard set (made by CAL)	1 per class
— number drawing set (3 or 4 different drawings per set)	1 each

Teaching Points

Students:

- practice number recognition (0 - 9)
- make a drawing by following numbers in a sequence
- develop skills using a straight edge and pencil

Activity Guidelines

Teacher:

- using a straight edge and pencil, demonstrates drawing a picture following numbers in sequence
- passes out a number drawing, straight edge and pencil to each student.
- instructs them to complete the drawing as demonstrated
- encourages students to complete a number of different drawings

VESL Lesson

1. PICK UP YOUR PENCIL
   START HERE.
   (Point to the 0 beginning point of the picture.)
   DRAW A LINE FROM 0 TO 1.
   USE THE STRAIGHT EDGE

2. NOW DRAW A LINE FROM 1 TO 2.
   FINISH THE LINES FROM 2 TO 9.

3. WHAT IS IT?
IT'S A PICTURE.

4. PICK ANOTHER PICTURE.
FINISH THE LINES.
START WITH 0.

During the Activity

5. ARE YOU FINISHED?
WHERE DID YOU START?
WHERE DID YOU FINISH?
WHAT IS IT?

Advanced

Teach the concepts of BEFORE and AFTER.

6. WHAT NUMBER IS BEFORE 3?
WHAT NUMBER IS AFTER 2?

Finding Out Who Can Use a Ruler

Tools and Materials

— ruler	1 each
— pencil	1 each
— cardboard strip	
blue (7 cm.)	1 per 3
green (8 cm.)	1 per 3
white (9 cm.)	1 per 3
— paper, white	2 sheets per class

Teaching Points

Students:

— experience a testing situation

Activity Guidelines

Teacher:

— gives each student a ruler

— gives each student one cardboard strip

— instructs each student to determine the length of his/her strip, and to write it down on a piece of paper to give it orally in a way that the other students do not hear.

— observes and records the following for each student.

STUDENT'S NAME	COLOR OF STRIP	LEVEL OF CONFIDENCE	CORRECT OR INCORRECT USE OF RULER	EXACT ANSWER WRITTEN GIVEN ORAL

Making Flashcards Game

Tools and Materials

–	pen, colored felt (or crayons)	1 each
—	scissor	1 per pair
—	paper, white	18 per class
—	flashcard set (made by CAL)	1 set

Teaching Points

Students:

- divide an object into equal parts
- practice writing and recognizing numbers 0 - 9

Activity Guidelines

Teacher:

- uses VESL throughout the activity
- instructs students to divide a piece of paper into 10 equal parts in a way that forms rectangles
- instructs the students to number the parts 0 - 9
- instructs the students to cut out the rectangles
- instructs the students to use the cards in a way that gives them practice recognizing numbers

VESL Lesson

1. PICK UP THE PAPER
   FOLD THE PAPER
   MAKE 10 EQUAL PARTS

   (Review numbers 1 - 10)

2. WRITE NUMBER 1 ON THE PAPER.
   LIKE THIS (Show students how to
   make the numbercards. Continue with 2 - 10).

3. CUT THE PAPER.
   LIKE THIS. (demonstrate)

   (Have the students practice using the number cards with each other.)

4. S1: What number?
   S2: Five.

   S1: What number?
   S2: Ten.

Dice Game with Scoresheet

Tools and Materials

—	dice	2 each
—	scoresheet (a "T" table with numbers 2-12 written on the side)	1 each
—	pencil	1 each
—	newsprint	1 per class
—	magic marker	1 per class

Teaching Points:

Students:

- learn to match numbers with quantities of dots
- learn to record information on a data sheet (scorecard)

Activity Guidelines:

Teacher:

- uses VESL
- demonstrates the game by:
  rolling two dice
  counting the total number of dots which appear

drawing an X next to the number on the scoresheet
which matches the number of dots
repeating the above several times until students understand

- divides the class into three or four groups
- gives each student a scoresheet, and each group two dice
- instructs students to take turns rolling the dice and to record the results of each roll on their scoresheet.

Optional

- instructs students to combine their results on a sheet of newsprint on which a large scoresheet has been drawn

Introduce materials:

- DICE
- SCORESHEET
- X

VESL Lesson

- THROW THE DICE
- COUNT THE NUMBER
- HOW MANY?
  (Student answers with the total number on the dice)

- LOOK AT THE SCORESHEET
- DRAW AN X NEXT TO 5.
  (Point to appropriate place on scoresheet or draw a sample scoresheet on the blackboard.)

Divide the class into small groups.
Instruct each group:

- FIRST THROW THE DICE
- THEN DRAW AN X NEXT TO THE NUMBER
- YOU'RE NEXT or YOUR TURN

For recording results on the **newsprint:**

- HOW MANY ____________ 's ALL TOGETHER?
  number

Dice Game Scoresheet: Mark with an X

2 ____________________

3 ____________________

4 ____________________

5 ____________________

6 ____________________

7 ____________________

8 ____________________

9 ____________________

10 ____________________

11 ____________________

12 ____________________

Spinner Game 3: Working with + and –

Tools and Materials

– spinner card 3	1 per class
– spinner board	1 per class
– bottlecaps (with container)	200 per class

Teaching Points

Students:

- learn the function of the symbols + and –
- practice recognizing numbers 1 – 4 and + and –

Activity Guidelines

Teacher:

- uses VESL
- gathers the students around one table locating him/herself in a central position
- demonstrates the game by:
  - taking 10 bottlecaps
  - spinning the spinner and doing what is indicated by the number and symbol he/she lands on; adding to or taking away from his/her pile
  - continuing to spin and do what is indicated until he/she has no caps
- guides the spinner board around the table giving each student a turn
- instructs that the game be continued until someone runs out of bottlecaps
- repeats the game as many times as possible

VESL Lesson

1. TAKE TEN BOTTLECAPS
SPIN
PLUS
I HAVE TEN BOTTLECAPS
TEN PLUS THREE EQUALS THIRTEEN
NOW I HAVE THIRTEEN

2. SPIN AGAIN
MINUS
FIVE MINUS ONE EQUALS FOUR
NOW I HAVE FOUR

Continue the game until one person has no bottlecaps.

3. HOW MANY DO YOU HAVE?
ZERO?
OK
THE GAME IS FINISHED.

Spinner Game: 2
Recognizing Numbers 1-15

Tools and Materials

– spinner card number 2	1 per class
– spinner card number 1	1 per class
– spinner board	1 per class
– bottlecaps	200 per class
– container (to hold bottlecaps)	1 per class

Teaching Points

Students:

- count up to 15 objects
- practice recognizing and saying number 0 - 15

Activity Guidelines

- uses VESL
- follows guidelines for Spinner Game 1, but uses spinner card 2
- encourages students to say numbers and count whenever possible
- uses spinner card 1 if students are having trouble with card 2

VESL Lesson

1. THIS IS A SPINNER.

2. SPIN THIS.
   (Show how to spin the dial.)
   WHAT NUMBER?
   TAKE 5 BOTTLECAPS
3. YOU'RE NEXT.
   SPIN IT
   TAKE BOTTLECAPS
   PUT THE BOTTLECAPS HERE
   (Show the containers passed out at the beginning.)

4. NEXT?
   SPIN IT.
   TAKE BOTTLECAPS.
   HOW MANY DO YOU HAVE?

5. WHO IS FIRST?
   NEXT
   LAST

6. YOUR TURN
   IS IT YOUR TURN?

Dice Game: Make it Equal

Tools and Materials

— dice	2 per class
— number cards, 1, 2, 3, 4, 5, 6	2 of each number per class
— "equals" symbol card	1 per class

Teaching Points

Students:

- learn to show equals using a symbol
- learn to match a quantity with a number
- make a simple number sentence

Activity Guidelines

Teacher:

- passes out number cards, one per student
- reviews saying numbers
  "Who has ?"
- picks up one die and throws it on the table top
  "I am throwing the die."
- instructs a student to:
  "Throw the die here." (points to spot on the table)
  "How many?"
  "Who has ?"
  "Put it here." (over the card)
- using another die instructs another student to:
  "Throw the die here."
  "How many?"
  "Are they equal?" (pointing at dice)
- if not equal, instructs the student to throw the second die again.
- when the dice are equal, instructs student with the matching number card to put it over the second die
- places the equals number symbol between the two dice and says " equals " (points at number and symbol)
- repeats as long as time allows.

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